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ABSTRACT

Across the country, groups of people who often haven't worked together previously are combining their talents and resources to improve outcomes for children and youth. They often form groups called collaboratives. This packet provides some guidance for what makes such collaborative efforts successful and what gets in the way. It is designed as an introduction to the nature and scope of working collaboratively at various levels of intervention. Specifically, the content focuses on clarifying that: collaboration is a process for carrying out delineated functions; accomplishing different functions often require different mechanisms or structures; data can help enhance collaboration; and sustaining collaborative endeavors over time requires attending to systemic change. Also included in this packet are a set of resources to draw on in developing effective ways to work together to strengthen children and youth, families, schools, and communities. (Author)

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Working Collaboratively: From School-Based Teams to School-Community-Higher Education Connections.

An Introductory Packet.

Center for Mental Health in Schools
University of California at Los Angeles

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Mental Health in Schools
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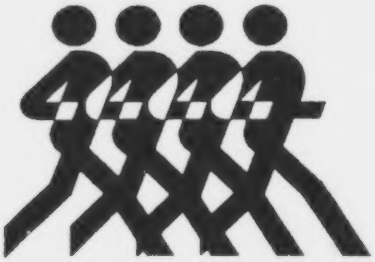
An *Introductory Packet* From the Center's Clearinghouse*

Working Collaboratively:
From School-Based Teams to School-Community-Higher Education Connections



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The Center encourages widespread sharing of all resources.

UCLA
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The *Center for Mental Health in Schools* operates under the auspices of the School Mental Health Project at UCLA.* It is one of two *national centers* concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration -- with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (Project #U93 MC 00175).

The UCLA Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. In particular, it focuses on comprehensive, multifaceted models and practices to deal with the many external and internal barriers that interfere with development, learning, and teaching. Specific attention is given policies and strategies that can counter marginalization and fragmentation of essential interventions and enhance collaboration between school and community programs. In this respect, a major emphasis is on enhancing the interface between efforts to address barriers to learning and prevailing approaches to school and community reforms.

U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
Maternal and Child Health Bureau

CMHS
Center for Mental Health Services
SAMHSA
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UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS*

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: ***To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.***

Through collaboration, the center will

# enhance practitioner roles, functions and competence

# interface with systemic reform movements to strengthen mentalhealth in schools

# assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools

Technical Assistance *Hard Copy & Quick Online Resources
****Monthly Field Updates Via Internet *Policy Analyses***
****Quarterly Topical Newsletter***
****Clearinghouse & Consultation Cadre***
****Guidebooks & Continuing Education Modules***
****National & Regional Networking***

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About the Center's Clearinghouse

The scope of the Center's Clearinghouse reflects the School Mental Health Project's mission -- to enhance the ability of schools and their surrounding communities to address mental health and psychosocial barriers to student learning and promote healthy development. Those of you working so hard to address these concerns need ready access to resource materials. The Center's Clearinghouse is your link to specialized resources, materials, and information. The staff supplements, compiles, and disseminates resources on topics fundamental to our mission. As we identify what is available across the country, we are building systems to connect you with a wide variety of resources. Whether your focus is on an individual, a family, a classroom, a school, or a school system, we intend to be of service to you. Our evolving catalogue is available on request; and available for searching from our website.

What kinds of resources, materials, and information are available?

We can provide or direct you to a variety of resources, materials, and information that we have categorized under three areas of concern:

- Specific psychosocial problems
- Programs and processes
- System and policy concerns

Among the various ways we package resources are our *Introductory Packets, Resource Aid Packets, special reports, guidebooks*, and *continuing education units.* These encompass overview discussions of major topics, descriptions of model programs, references to publications, access information to other relevant centers, organizations, advocacy groups, and Internet links, and specific tools that can guide and assist with training activity and student/family interventions (such as outlines, checklists, instruments, and other resources that can be copied and used as information handouts and aids for practice).

Accessing the Clearinghouse

- E-mail us at smhp@ucla.edu
- FAX us at (310) 206-8716
- Phone (310) 825-3634
- Write School Mental Health Project/Center for Mental Health in Schools,
  Dept. of Psychology, Los Angeles, CA 90095-1563

Check out recent additions to the Clearinghouse on our Web site:
http://smhp.psych.ucla.edu

All materials from the Center's Clearinghouse are available for order for a minimal fee to cover the cost of copying, handling, and postage. Most materials are available for free downloading from our website.

If you know of something we should have in the clearinghouse, let us know.

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Maternal and Child Health Bureau

CMHS
Center for Mental Health Services
SAMHSA
Substance Abuse & Mental Health Services Administration

Working Collaboratively: From School-Based Teams to School-Community-Higher Education Connections

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Appendix

School-Community-Higher Education Collaboration

Preface

Across the country, groups of people who often haven't worked together previously are combining their talents and resources to improve outcomes for children and youth. They often form groups called collaboratives.

This packet provides some guidance for what makes such collaborative efforts successful and what gets in the way. It is designed as an introduction to the nature and scope of working collaboratively at various levels of intervention. Specifically, the content focuses on clarifying that

- collaboration is a process for carrying out delineated functions
- accomplishing different functions often require different mechanisms or structures
- data can help enhance collaboration
- sustaining collaborative endeavors over time requires attending to systemic change.

Also included in this packet are a set of resources to draw on in developing effective ways to work together to strengthen children and youth, families, schools, and communities.

Material highlighted in this document are drawn from a wide variety of resources. In particular, sections are drawn from a Technical Assistance Guide entitled: *Fostering Family and Community Involvement through Collaboration with Schools* prepared by our Center Co-directors for the Northwest Regional Education Laboratory's National Resource Center for Safe Schools (http://www.safetyzone.org/safe_secure.html).

Introduction

- Collaboration: A Growing Movement Across the Country
- What Do We Mean When We Say Collaboration
- About Working Together with Others at Schools to Enhance Programs and Resources
- School Community Collaboration: State of the Art

Collaboration: A Growing Movement Across the Country

Various levels and forms of family, community, school, and higher education collaboration are being tested, including state-wide initiatives across the country. Some cataloguing has begun, but there is no complete picture of the scope of activity.

It is clear that the trend among major demonstration projects at the school-neighborhood level is to incorporate health, mental health, and social services into *centers* (including health centers, family centers, parent centers). These centers are established at or near a school and use terms such as school-linked or school-based services, coordinated services, wrap-around services, one-stop shopping, full service schools, systems of care, and community schools. The aims are to improve coordination and eventually integrate many programs and enhance their linkages to school sites. There are projects to (a) improve access to health (e.g., immunizations, substance abuse programs, asthma care, pregnancy prevention) and social services (e.g., foster care, family preservation, child care), (b) expand after school academic, recreation, and enrichment programs (e.g., tutoring, youth sports and clubs, art, music, museum and library programs) (c) build wrap around services and systems of care for special populations (e.g., case management and specialized assistance), (d) reduce delinquency (truancy prevention, conflict mediation, violence prevention), (e) enhance transitions to work/career/postsecondary education (mentoring, internships, career academies, job placement), and (f) improve schools and the community improvement through adopt-a-school programs, use of volunteers and peer supports, and neighborhood coalitions.

Such "experiments" have been prompted by diverse initiatives:

- some are driven by school reform
- some are connected to efforts to reform community health and social service agencies
- some stem from the youth development movement
- a few arise from community development initiatives.

What do we mean when we say *COLLABORATION*?

Collaboration is not about meeting together.

Collaboration involves working together in ways that improve intervention effectiveness and efficiency.

The *focus* may be on enhancing

- *direct delivery of services and programs* (e.g., improving specific services and programs; improving interventions to promote healthy development, prevent and correct problems, meet client/consumer needs; improving processes for referral, triage, assessment, case management)

and/or

- *resource use* (e.g., improving resource deployment and accessing additional resources)

and/or

- *systemic approaches* (e.g., moving from fragmented to cohesive approaches; developing a comprehensive, multifaceted continuum of integrated interventions; replicating innovations; scaling-up)

The *functions* may include:

- facilitating communication, cooperation, coordination, integration
- operationalizing the vision of stakeholders into desired functions and tasks
- enhancing support for and developing a policy commitment to ensure necessary resources are dispensed for accomplishing desired functions

(cont.)

- advocacy, analysis, priority setting, governance, planning, implementation, and evaluation related to desired functions
- mapping, analyzing, managing, redeploying, and braiding available resources to enable accomplishment of desired functions
- establishing leadership and institutional and operational mechanisms (e.g., infrastructure) for guiding and managing accomplishment of desired functions
- defining and incorporating new roles and functions into job descriptions
- building capacity for planning, implementing, and evaluating desired functions, including ongoing stakeholder development for ongoing learning and renewal and for bringing new arrivals up to speed
- defining standards and ensuring accountability

The *mechanisms* or *structure* for collaborating may be:

- a steering group
- advisory bodies and councils
- a collaborative body and its staff
- ad hoc or standing work groups
- resource-oriented teams
- case-oriented teams
- committees

In many situations where collaboration is the aim, working together requires a variety of stakeholders (e.g., school personnel, staff from community agencies, family members). Inevitably, this requires developing ways to work together that enable participants to overcome their particular arenas of advocacy in order to pursue a shared agenda and achieve a collective vision.

(cont.)

Defining Collaboration and Its Purposes

The hallmark of collaboration is a formal agreement among participants to establish an autonomous structure to accomplish goals that would be difficult to achieve by any of the participants alone. Thus, while participants may have a primary affiliation elsewhere, they commit to working together under specified conditions to pursue a shared vision and common set of goals. A collaborative structure requires shared governance (power, authority, decision making, accountability) and of as weaving together of a set of resources for use in pursuit of the shared vision and goals. It also requires building well-defined working relationships to connect and mobilize resources, such as financial and social capital, and to use these resources in planful and mutually beneficial ways.

Growing appreciation of social capital has resulted in collaboratives expanding to include a wide range of stakeholders (people, groups, formal and informal organizations). The political realities of local control have further expanded collaborative bodies to encompass local policy makers, representatives of families, nonprofessionals, and volunteers.

Any effort to connect home, community, and school resources must embrace a wide spectrum of stakeholders. In this context, collaboration becomes both a desired process and an outcome. That is, the intent is to work together to establish strong working relationships that are enduring. However, family, community, and school collaboration is not an end in itself. It is a turning point meant to enable participants to pursue increasingly potent strategies for strengthening families, schools, and communities.

As defined above, true collaboratives are attempting to weave the responsibilities and resources of participating stakeholders together to create a new form of unified entity. For our purposes here, any group designed to connect a school, families, and other entities from the surrounding neighborhood is referred to as a "school-community" collaborative. Such groups can encompass a wide range of stakeholders. For example, collaboratives may include agencies and organizations focused on providing programs for education, literacy, youth development, and the arts; health and human services; juvenile justice; vocational education; and economic development. They also may include various sources of social and financial capital, including youth, families, religious groups, community based organizations, civic groups, and businesses.

Operationally, a collaborative is defined by its *focus* and *functions*. Organizationally, a collaborative must develop mechanisms and a differentiated infrastructure (e.g., steering and work groups) that enables accomplishment of its functions and related tasks. Furthermore, since the functions pursued by a collaborative almost always overlap with work being carried out by others, a collaborative needs to establish connections with other bodies.

Effective collaboration requires vision, cohesive policy,
potent leadership, infrastructure, capacity building & appropriate accountability

(cont.)

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As should be evident by now, collaborative efforts differ in terms of purposes adopted and functions pursued. They also differ in terms of a range of other dimensions. For example, they may vary in their degree of formality, time commitment, breadth of the connections, as well as the amount of systemic change required to carry out their functions and achieve their purposes.

Because family, community, and school collaboration can differ in so many ways, it is helpful to think in terms of categories of key factors relevant to such arrangements. Below are *some key dimensions relevant to family-community-school collaborative arrangements.*

Key Dimensions

I. Initiation
- *A. School-led*
- *B. Community-driven*

II. Nature of Collaboration
- *A. Formal*
  - memorandum of understanding
  - contract
  - organizational/operational mechanisms
- *B. Informal*
  - verbal agreements
  - ad hoc arrangements

III. Focus
- *A. Improvement of program and service provision*
  - for enhancing case management
  - for enhancing use of resources
- *B. Major systemic reform*
  - to enhance coordination
  - for organizational restructuring
  - for transforming system structure/function

IV. Scope of Collaboration
- *A. Number of programs and services involved (from just a few -- up to a comprehensive, multifaceted continuum)*
- *B. Horizontal collaboration*
  - within a school/agency
  - among schools/agencies
- *C. Vertical collaboration*
  - within a catchment area (e.g., school and community agency, family of schools, two or more agencies)
  - among different levels of jurisdictions (e.g., community/city/county/state/federal)

V. Scope of Potential Impact
- *A. Narrow-band -- a small proportion of youth and families can access what they need*
- *B. Broad-band -- all in need can access what they need*

VI. Ownership & Governance of Programs and Services
- *A. Owned & governed by school*
- *B. Owned & governed by community*
- *C. Shared ownership & governance*
- *D. Public-private venture -- shared ownership & governance*

VII. Location of Programs and Services
- *A. Community-based, school-linked*
- *B. School-based*

VIII. Degree of Cohesiveness among Multiple Interventions Serving the Same Student/Family
- *A. Unconnected*
- *B. Communicating*
- *C. Cooperating*
- *D. Coordinated*
- *E. Integrated*

IX. Level of Systemic Intervention Focus
- *A. Systems for promoting healthy development*
- *B. Systems for prevention of problems*
- *C. Systems for early-after-onset of problems*
- *D. Systems of care for treatment of severe, pervasive, and/or chronic problems*
- *E. Full continuum including all levels*

X. Arenas for Collaborative Activity
- *A. Health (physical and mental)*
- *B. Education*
- *C. Social services*
- *D. Work/career*
- *E. Enrichment/recreation*
- *F. Juvenile justice*
- *G. Neighborhood/community improvement*

About Working Together with Others at Schools to Enhance Programs and Resources

Treat people as if they were
what they ought to be
and you help them become
what they are capable of being.
Goethe

For any school program to improve, there must be both individual and group efforts. Group efforts may focus on planning, implementation, evaluation, advocacy, and involvement in shared decision making related to policy and resource deployment. In working together to enhance existing programs, group members look for ways to improve communication, cooperation, coordination, and integration within and among programs. Through collaborative efforts, they seek to (a) enhance program availability, access, and management of care, (b) reduce waste stemming from fragmentation and redundancy, (c) redeploy the resources saved, and (d) improve program results.

It's Not About Collaboration – It's About Being Effective

Most of us know how hard it is to work effectively with a group. Many staff members at a school site have jobs that allow them to carry out their duties each day in relative isolation of other staff. And despite various frustrations they encounter in doing so, they can see little to be gained through joining up with others. In fact, they often can point to many committees and teams that drained their time and energy to little avail.

Despite all this, the fact remains that no organization can be truly effective if everyone works in isolation. And it is a simple truth that there is no way for schools to play their role in addressing barriers to student learning and enhancing healthy development if a critical mass of stakeholders do not work together towards a shared vision. There are policies to advocate for, decisions to make, problems to solve, and interventions to plan, implement, and evaluate.

Obviously, true collaboration involves more than meeting and talking. The point is to work together in ways that produce the type of actions that result in effective programs. For this to happen, steps must be taken to ensure that committees, councils, and teams are formed in ways that ensure they can be effective. This includes providing them with the training, time, support, and authority to carry out their role and functions. It is when such matters are ignored that groups find themselves meeting and meeting, but going nowhere.

Formal opportunities for working together at schools often take the form of committees, councils, teams, and various other groups. There are many such mechanisms which are and others that should be concerned with addressing barriers to learning and promoting healthy development. These include school-site shared decision making bodies, school improvement planning groups, budget committees, teams that review students referred because of problems and that manage care, quality review bodies, and program planning and management teams.

To be effective, collaborative mechanisms require careful planning and implementation to accomplish well-delineated functions and specific tasks and thoughtful, skillful, and focused facilitation. Without all this, collaborative efforts rarely can live up to the initial hope. Even when they begin with great enthusiasm, poorly facilitated working sessions quickly degenerate into another ho-hum meeting, more talk but little action, another burden, and a waste of time. This is particularly likely to happen when the emphasis is mainly on the unfocused mandate to "collaborate," rather than on moving an important vision and mission forward through effectively working on carefully defined functions and tasks.

School Community Collaboration: State of the Art

As noted, various forms of school-community collaboration are being tested around the country. Such efforts not only provide services, they seem to encourage schools to open their doors in ways that enhance family involvement. Families using school-based centers are described as becoming interested in contributing to school and community by providing social support networks for new students and families, teaching each other coping skills, participating in school governance, helping create a psychological sense of community, and so forth.

Michael Knapp (1995) notes that contemporary literature on school-linked services is heavy on advocacy and prescription and light on findings. As a descriptive aid, the accompanying table outlines some key dimensions of school-community collaborative arrangements.

Joy Dryfoos (1995) encompasses the trend to develop school-based primary health clinics, youth service programs, community schools, and other similar activity under the rubric of *full service schools* (adopting the term from Florida legislation). Her review stresses:

> Much of the rhetoric in support of the full service schools concept has been presented in the language of *systems change*, calling for radical reform of the way educational, health, and welfare agencies provide services. Consensus has formed around the goals of one-stop, seamless service provision, whether in a school- or community-based agency, along with empowerment of the target population. ... most of the programs have moved services from one place to another; for example, a medical unit from a hospital or health department relocates into a school through a contractual agreement, or staff of a community mental health center is reassigned to a school ... But few of the school systems or the agencies have changed their governance. The outside agency is not involved in school restructuring or school policy, nor is the school system involved in the governance of the provider agency. The result is not yet a new organizational entity, but the school is an improved institution and on the path to becoming a different kind of institution that is significantly responsive to the needs of the community.

The New Futures Initiative represents one of the most ambitious efforts. Thus, reports from the on-site evaluators are particularly instructive. White and Wehlage (1995) detail the project's limited success and caution that its deficiencies arose from defining collaboration mainly in institutional terms and failing to involve community members in problem solving. This produced "a top-down strategy that was too disabled to see the day-by-day effects of policy." They conclude:

> Collaboration should not be seen primarily as a problem of getting professionals and human service agencies to work together more efficiently and effectively. This goal, though laudable, does not respond to the core problems .... Instead, the major issue is how to get whole communities, the *haves* and the *have-nots*, to engage in the difficult task of community development" (pp. 36-37).

The need is for school-community collaborations that can complement and enhance each other and evolve into comprehensive, integrated approaches. Such approaches do more than improve access to health and human services. They address a wide array of the most prevalent barriers to learning -- the ones that parents and teachers know are the major culprits interfering with the progress of the majority of students.

Clearly, moving toward a comprehensive, integrated approach for addressing barriers to learning and enhancing healthy development involves *fundamental* systemic reform.. Central to such reform are policies and strategies that counter fragmentation of programs and services by integrating the efforts of school, home, and community. Required are

- policy shifts that establish a truly comprehensive, integrated approach as primary and essential to reform efforts
- systemic changes designed to create an appropriate infrastructure upon which to build such an approach
- designing and implementing change processes that can get us from here to there.

All this, of course, has immediate implications for altering priorities related to the daily work life of professionals who provide health and human services and other programs designed to address barriers to learning in schools and communities.

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I. Collaboration: Working Together to Enhance Impact

A. More About Collaboratives

B. Building and Maintaining Effective Collaboratives

C Addressing Barriers to Collaboration

D. Getting From Here to There

E. Some Aids and Tools

More About Collaboratives

Collaboratives can weave together a critical mass of resources and strategies to enhance caring communities that support all youth and their families and enable success at school and beyond (see Exhibit on next page).

Comprehensive collaboration represents a promising direction for efforts to generate essential interventions to address barriers to learning, enhance healthy development, and strengthen families and neighborhoods. Building such collaboration requires stake-holder readiness, an enlightened vision, creative leadership, and new and multi-faceted roles for professionals who work in schools and communities, as well as for family and other community members who are willing to assume leadership.

Interest in connecting families, schools, and communities is growing at an exponential rate. For schools, such links are seen as a way to provide more support for schools, students, and families. For agencies, connection with schools is seen as providing better access to families and youth and thus as providing an opportunity to reach and have an impact on hard-to-reach clients. The interest in collaboration is bolstered by the renewed concern about widespread fragmentation of school and community interventions. The hope is that integrated resources will have a greater impact on "at risk" factors and on promoting healthy development.

Collaboratives often are established because of the desire to address a local problem or in the wake of a crisis. In the long-run, however, family-community-school collaboratives must be driven by a comprehensive vision about strengthening youngsters, families, schools, and neighborhoods. This encompasses a focus on safe schools and neighborhoods, positive development and learning, personal, family, and economic well-being, and more.

It is commonly said that collaboratives are about building relationships. It is important to understand that the aim is to build potent, synergistic, *working* relationships, not simply to establish positive personal connections. Collaboratives built mainly on personal connections are vulnerable to the mobility that characterizes many such groups. The point is to establish stable and sustainable working relationships. This requires clear roles, responsibilities, and an institutionalized infrastructure, including well-designed mechanisms for performing tasks, solving problems, and mediating conflict.

A collaborative needs financial support. The core operational budget can be direct funding and in-kind contributions from the resources of stakeholder groups. A good example is the provision of space for the collaborative. A school or community entity or both should be asked to contribute the necessary space. As specific functions and initiatives are undertaken that reflect overlapping arenas of concern for schools and community agencies such as safe schools and neighborhoods, some portion of their respective funding streams can be braided together. Finally, there will be opportunities to supplement the budget with extra-mural grants. A caution here is to avoid pernicious funding.

The governance of the collaborative must be designed to equalize power so that decision making appropriately reflects all stakeholder groups and so that all are equally accountable . The leadership also must include representatives from all groups, and all participants must share in the workload – pursuing clear roles and functions. And, collaboratives must be open to all who are willing to contribute their talents.

Obviously, true collaboration involves more than meeting and talking. The point is to work together in ways that produce the type of actions that result in important results. For this to happen, steps must be taken to ensure that collaboratives are formed in ways that ensure they can be effective. This includes providing them with the training, time, support, and authority to carry out their roles and functions. It is when such matters are ignored that groups find themselves meeting and meeting, but going nowhere.

Exhibit

A Range of Community Resources that Could Be Part of a Collaboration

County Agencies and Bodies
(e.g., Depts. of Health, Mental Health, Children & Family Services, Public Social Services, Probation, Sheriff, Office of Education, Fire, Service Planning Area Councils, Recreation & Parks, Library, courts, housing)

Municipal Agencies and Bodies
(e.g., parks & recreation, library, police, fire, courts, civic event units)

Physical and Mental Health & Psychosocial Concerns Facilities and Groups
(e.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "Friends of" groups; family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers)

Mutual Support/Self-Help Groups
(e.g., for almost every problem and many other activities)

Child Care/Preschool Centers

Post Secondary Education Institutions/Students
(e.g., community colleges, state universities, public and private colleges and universities, vocational colleges; specific schools within these such as Schools of Law, Education, Nursing, Dentistry)

Service Agencies
(e.g., PTA/PTSA, United Way, clothing and food pantry, Visiting Nurses Association, Cancer Society, Catholic Charities, Red Cross, Salvation Army, volunteer agencies, legal aid society)

Service Clubs and Philanthropic Organizations
(e.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veteran's groups, foundations)

Youth Agencies and Groups
(e.g., Boys and Girls Clubs, Y's, scouts, 4-H, Woodcraft Rangers)

Sports/Health/Fitness/Outdoor Groups
(e.g., sports teams, athletic leagues, local gyms, conservation associations, Audubon Society)

Community Based Organizations
(e.g., neighborhood and homeowners' associations, Neighborhood Watch, block clubs, housing project associations, economic development groups, civic associations)

Faith Community Institutions
(e.g., congregations and subgroups, clergy associations, Interfaith Hunger Coalition)

Legal Assistance Groups
(e.g., Public Counsel, schools of law)

Ethnic Associations
(e.g., Committee for Armenian Students in Public Schools, Korean Youth Center, United Cambodian Community, African-American, Latino, Asian-Pacific, Native American Organizations)

Special Interest Associations and Clubs
(e.g., Future Scientists and Engineers of America, pet owner and other animal-oriented groups)

Artists and Cultural Institutions
(e.g., museums, art galleries, zoo, theater groups, motion picture studios, TV and radio stations, writers' organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collector's groups)

Businesses/Corporations/Unions
(e.g., neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters, school employee unions)

Media
(e.g., newspapers, TV & radio, local assess cable)

Family members, local residents, senior citizens groups

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Example

An Integrated Services Collaboration

New Beginnings (San Diego, California) is a program initiated by four agencies in a collaborative effort to improve the lot of families in a San Diego school district. Later on, the San Diego Housing Commission, the University of California San Diego School of Medicine, San Diego Children's Hospital and Health Center, and the IBM Corporation joined in the effort to develop programs that address school-related needs but with an emphasis on families. In 1991, the New Beginnings Center for Children and Families was formed, with representatives from a score of agencies, to act as family service advocates, brokering public services to meet the full range of a family's needs. They also provide some direct services like immunizations, school registration, and counseling. More than a center or a dozen centers, New Beginnings' goal is fundamental reform.

The statement of philosophy was: Families, as the primary caregivers, must be supported and strengthened, and only a system of integrated services involving all agencies can effectively provide that support. This system of integrated services cannot be dependent on short-term funding, but must be supported by a fundamental restructuring of existing resources. The emphasis on long-term funding was an important definition of New Beginnings. The collaborative also talked about goals and outcomes. Its aims are the improved health, social and emotional well-being, and school achievement of children; greater self-sufficiency and parental involvement in families; and a unified approach and philosophy among institutions that would lead to greater cost-efficiency and effectiveness.

Rather than create special exceptions to accommodate the goals of the Hamilton center, the collaborative sought to reconfigure bureaucracies based on those goals. An example is the extended team, a concept that continues to be a work in progress. The partners agreed that to make bureaucracies family centered, they had to reduce the number of people a family turns to in seeking help. Rather than assigning a large geographical area to an army of line workers, as is typically the case, New Beginnings wanted to align smaller units of workers with specific neighborhoods. These workers would remain in their home agencies but comprise an extended team collaborating with agency workers and others in the field.

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Building and Maintaining Effective Collaboratives

From a policy perspective, efforts must be made to guide and support the building of collaborative bridges connecting school, family, and community. For schools not to marginalize such efforts, the initiative must be fully integrated with school improvement plans. There must be policy and authentic agreements. Although formulation of policy and related agreements take considerable time and other resources, their importance cannot be overemphasized. Failure to establish and successfully maintain effective collaboratives probably is attributable in great measure to proceeding without the type of clear, high level, and long-term policy support that ends the marginalization of initiatives to connect families-communities-schools.

Given that all involved parties are committed to building an effective collaboration, the key to doing so is an appreciation that the process involves significant systemic changes. Such an appreciation encompasses both a vision for change and an understanding of how to effect and institutionalize the type of systemic changes needed to build an effective collaborative infrastructure. The process requires changes related to governance, leadership, planning and implementation, and accountability. For example:

Systemic changes are essential . . .

and this requires policy buy-in and leadership

- Existing governance must be modified over time. The aim is shared decision making involving school and community agency staff, families, students, and other community representatives.
- High level leadership assignments must be designated to facilitate essential systemic changes and build and maintain family-community-school connections.
- Mechanisms must be established and institutionalized for analyzing, planning, coordinating, integrating, monitoring, evaluating, and strengthening collaborative efforts.

Evidence of appropriate policy support is seen in the adequacy of funding for *capacity building* to (a) accomplish desired system changes and (b) ensure the collaborative operates effectively over time. Accomplishing systemic changes requires establishment of temporary facilitative mechanisms and providing incentives, supports, and training to enhance commitment to and capacity for essential changes. Ensuring effective collaboration requires institutionalized mechanisms, long-term capacity building, and ongoing support.

Creating Readiness for Collaboration and New Ways of Doing Business

Matching motivation and capabilities. Success of efforts to establish an effective collaborative depends on stakeholders' motivation and capability. Substantive change is most likely when high levels of positive energy can be mobilized and appropriately directed over extended periods of time. Among the most fundamental errors related to systemic change is the tendency to set actions into motion without taking sufficient time to lay the foundation needed for substantive change. Thus, one of the first concerns is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. This calls for strategies that establish and maintain an effective match with the motivation and capabilities of involved parties.

Motivational readiness. The initial focus is on communicating essential information to key stakeholders using strategies that help them understand that the benefits of change will outweigh the costs and are more worthwhile than the status quo or competing directions for change. The strategies used must be personalized and accessible to the subgroups of stakeholders (e.g., must be "enticing," emphasize that costs are reasonable, and engage them in processes that build consensus and commitment). Sufficient time *must* be spent creating motivational readiness of key stakeholders and building their capacity and skills.

And readiness is an everyday concern. All changes require constant care and feeding. Those who steer the process must be motivated and competent, not just initially but over time. The complexity of systemic change requires close monitoring of mechanisms and immediate follow up to address problems. In particular, it means providing continuous, personalized guidance and support to enhance knowledge and skills and counter anxiety, frustration, and other stressors. To these ends, adequate resource support must be provided (time, space, materials, equipment) and opportunities must be available for increasing ability and generating a sense of renewed mission. Personnel turnover must be addressed by welcoming and orienting new members.

A note of caution. In marketing new ideas, it is tempting to accentuate their promising attributes and minimize complications. For instance, in negotiating agreements for school connections, school policy makers frequently are asked simply to sign a memorandum of understanding, rather than involving them in processes that lead to a comprehensive, informed commitment. Sometimes they agree mainly to obtain extra resources; sometimes they are motivated by a desire to be seen by constituents as doing *something* to improve the school. This can lead to premature implementation, resulting in the form rather than the substance of change.

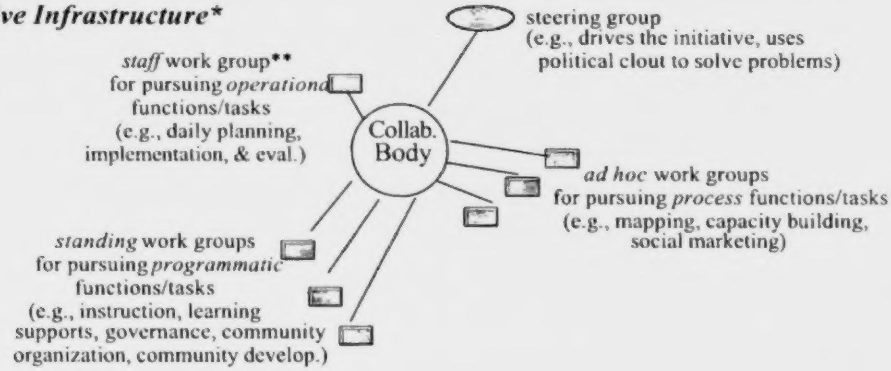
Building from Localities Outward

In developing an effective collaborative, an infrastructure of organizational and operational mechanisms at all relevant levels are required for oversight, leadership, capacity building, and ongoing support (e.g., see Exhibit on next page). Such mechanisms are used to (a) make decisions about priorities and resource allocation, (b) maximize systematic planning, implementation, maintenance, and evaluation, (c) enhance and redeploy existing resources and pursue new ones, and (d) nurture the collaborative. At each level, such tasks require pursuing a proactive agenda.

An effective family-community-school collaboration must coalesce at the local level. Thus, a school and its surrounding community are a reasonable focal point around which to build an infrastructure. Moreover, primary emphasis on this level meshes nicely with contemporary restructuring views that stress increased school-based and neighborhood control.

Exhibit – About Collaborative Infrastructure

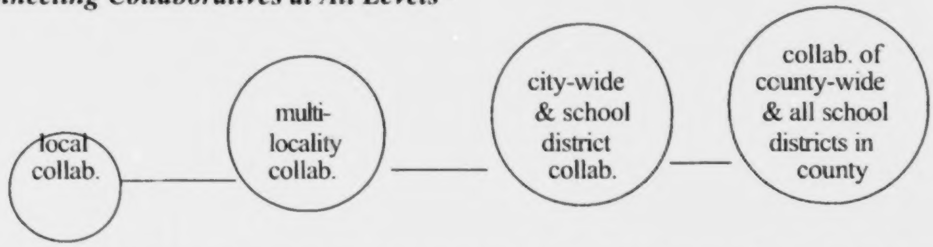
*Basic Collaborative Infrastructure**


steering group
(e.g., drives the initiative, uses political clout to solve problems)
staff work group**
for pursuing *operational* functions/tasks
(e.g., daily planning, implementation, & eval.)
Collab. Body
ad hoc work groups
for pursuing *process* functions/tasks
(e.g., mapping, capacity building, social marketing)
standing work groups
for pursuing *programmatic* functions/tasks
(e.g., instruction, learning supports, governance, community organization, community develop.)

Who should be at the table?
>families[1]
>schools[2]
>communities[3]

***Staffing*
>Executive Director
>Organization Facilitator (change agent)

*Connecting Collaboratives at All Levels**


local collab.
multi-locality collab.
city-wide & school district collab.
collab. of county-wide & all school districts in county

*Collaborations can be organized by any group of stakeholders. Connecting the resources of families and the community through collaboration with schools is essential for developing comprehensive, multifaceted programs and services. At the multi-locality level, efficiencies and economies of scale are achieved by connecting a complex (or "family") of schools (e.g., a high school and its feeder schools). In a small community, such a complex often is the school district. Conceptually, it is best to think in terms of building from the local outward, but in practice, the process of establishing the initial collaboration may begin at any level.

[1] *Families*. It is important to ensure that all who live in an area are represented – including, but not limited to, representatives of organized family advocacy groups. The aim is to mobilize all the human and social capital represented by family members and other home caretakers of the young.

[2] *Schools*. This encompasses all institutionalized entities that are responsible for formal education (e.g., pre-K, elementary, secondary, higher education). The aim is to draw on the resources of these institutions.

[3] *Communities*. This encompasses all the other resources (public and private money, facilities, human and social capital) that can be brought to the table at each level (e.g., health and social service agencies, businesses and unions, recreation, cultural, and youth development groups, libraries, juvenile justice and law enforcement, faith-based community institutions, service clubs, media). As the collaborative develops, additional steps must be taken to outreach to disenfranchised groups.

Mechanisms

Family-school-community collaborations require development of a well-conceived infrastructure of mechanisms that are appropriately sanctioned and endorsed by governing bodies. Besides basic resources, key facets of the infrastructure are designated leaders (e.g., administrative, staff) and work group mechanisms (e.g., resource- and program-oriented teams).

At the most basic level, the focus is on connecting families and community resources with one school. At the next level, collaborative connections may encompass a cluster of schools (e.g., a high school and its feeder schools) and/or may coalesce several collaboratives to increase efficiency and effectiveness and achieve economies of scale. Finally, "system-wide" (e.g., district, city, county) mechanisms can be designed to provide support for what each locality is trying to develop.

Steering mechanism

All collaboratives need a core team who agree to steer the process. These must be competent individuals who are highly motivated – not just initially but over time. The complexity of collaboration requires providing continuous, personalized guidance and support to enhance knowledge and skills and counter anxiety, frustration, and other stressors. This entails close monitoring and *immediate* follow-up to address problems.

A resource-oriented collaborative body for a local school & neighborhood

Local collaborative bodies should be oriented to enhancing and expanding resources. This includes such functions as reducing fragmentation, enhancing cost-efficacy by analyzing, planning, and redeploying resources, and then coordinating, integrating, monitoring, evaluating, and strengthening ongoing systemic organization and operations. Properly constituted with school, home, and community representatives, such a group develops an infrastructure of work teams to pursue collaborative functions. To these ends, there must be (a) adequate resources (time, space, materials, equipment) to support the infrastructure, (b) opportunities to increase ability and generate a sense of renewed mission, and (c) ways to address personnel turnover quickly so new staff are brought up to speed. Because work or task groups usually are the mechanism of choice, particular attention must be paid to increasing levels of competence and enhancing motivation of all stakeholders for working together. More generally, stakeholder development spans four stages: orientation, foundation-building, capacity-building, and continuing education.

A multi-locality collaborative

Because adjoining localities have common concerns, they may have programmatic activity that can use the same resources. Many natural connections exist in catchment areas serving a high school and its feeder schools. For example, the same family often has children attending all levels of schooling at the same time. In addition, some school districts and gencies already pull together several geographically-related clusters to combine and integrate personnel and programs. Through coordination and sharing at this level, redundancy can be minimized and resources can be deployed equitably and pooled to reduce costs.

Toward these ends, a multi-locality collaborative can help (a) coordinate and integrate programs serving multiple schools and neighborhoods, (b) identify and meet common needs for stakeholder development, and (c) create linkages and enhance collaboration among schools and agencies. Such a group can provide a broader-focused mechanism for leadership, communication, maintenance, quality improve-ment, and ongoing development of a comprehensive continuum of programs and services. With respect to linking with community resources, multi-locality collaboratives are especially attractive to community agencies that often don't have the time or personnel to link with individual schools.

One natural starting point for local and multi-locality collaboratives are the sharing of need-assessments, resource mapping, analyses, and recommendations for addressing community-school violence and developing prevention programs and safe school and neighborhood plans.

System-wide... mechanisms to steer collaborative efforts & support capacity building

At the system-wide level, the need is for policy, guidance, leadership, and assistance to ensure localities can establish and maintain collaboration and steer the work toward successful accomplishment of desired goals. Development of system-wide mechanisms should reflect a clear conception of how each supports local activity. Key at this level is system-wide leadership with responsibility and accountability for maintaining the vision, developing strategic plans, supporting capacity building, and ensuring coordination and integration of activity among localities and system-wide. Other functions at this level include evaluation, encompassing determination of the equity in program delivery, quality improvement reviews of all mechanisms and procedures, and review of results.

A Team to Manage Resources

Most school health and human service programs (as well as compensatory and special education programs) are developed and function in relative isolation of each other. Available evidence suggests this produces fragmentation which, in turn, results in waste and limited efficacy. National, state, and local initiatives aimed at increasing coordination and integration of community services are just beginning to direct school policy makers to a closer look at school-owned services. At the same time, school practitioners are realizing that since they can't work any harder, they must work smarter. For some, working smarter translates into new strategies for coordinating, integrating, and redeploying resources. Such efforts are reflected in new (a) processes for mapping and matching resources and needs and (b) mechanisms for resource coordination and enhancement. (Space precludes discussing the topic here, but all efforts to work smarter obviously can be enhanced through appropriate use of advanced technology.)

The literature on resource coordination makes it clear that a first step in countering fragmentation involves "mapping" resources by identifying what exists at a site (e.g., enumerating programs and services that are in place to support students, families, and staff; outlining referral and case management procedures). A comprehensive form of "needs assessment" is generated as resource mapping is paired with surveys of the unmet needs of students, their families, and school staff.

Based on analyses of what is available, effective, and needed, strategies can be formulated for resource enhancement. These focus on (a) outreach to link with additional resources at other schools, district sites, and in the community and (b) better ways to use existing resources. (The process of outreach to community agencies is made easier where there is policy and organization supporting school-community collaboration. However, actual establishment of formal connections remains complex and is becoming more difficult as publicly-funded community resources dwindle.)

Perhaps the most valuable aspect of mapping and analyzing resources is that the products provide a sound basis for improving cost-effectiveness. In schools and community agencies, there is acknowledged redundancy stemming from ill-conceived policies and lack of coordination. These facts do not translate into evidence that there are pools of unneeded personnel; they simply suggest there are resources that can be used in different ways to address unmet needs. Given that additional funding for reform is hard to come by, such redeployment of resources is the primary answer to the ubiquitous question: *Where will we find the funds?*

An example of a mechanism designed to reduce fragmentation and enhance resource availability and use (with a view to enhancing cost-efficacy) is seen in the concept of a *resource coordinating team*. Creation of such a school-based team provides a good mechanism for starting to weave together existing school and community resources and encourage services and programs to function in an increasingly cohesive way.

A resource coordinating team differs from teams created to review individual students (such as a student study team or a teacher assistance team). That is, its focus is not on specific cases, but on clarifying resources and their best use. In doing so, it provides what often is a missing

(cont.)

mechanism for managing and enhancing *systems* to coordinate, integrate, and strengthen interventions. For example, this type of mechanism can be used to weave together the eight components of school health programs to better address such problems as on-campus violence, substance abuse, depression, and eating disorders. Such a team can be assigned responsibility for (a) mapping and analyzing activity and resources with a view to improving coordination, (b) ensuring there are effective systems for referral, case management, and quality assurance, (c) guaranteeing appropriate procedures for effective management of programs and information and for communication among school staff and with the home, and (d) exploring ways to redeploy and enhance resources -- such as clarifying which activities are nonproductive and suggesting better uses for the resources, as well as reaching out to connect with additional resources in the school district and community.

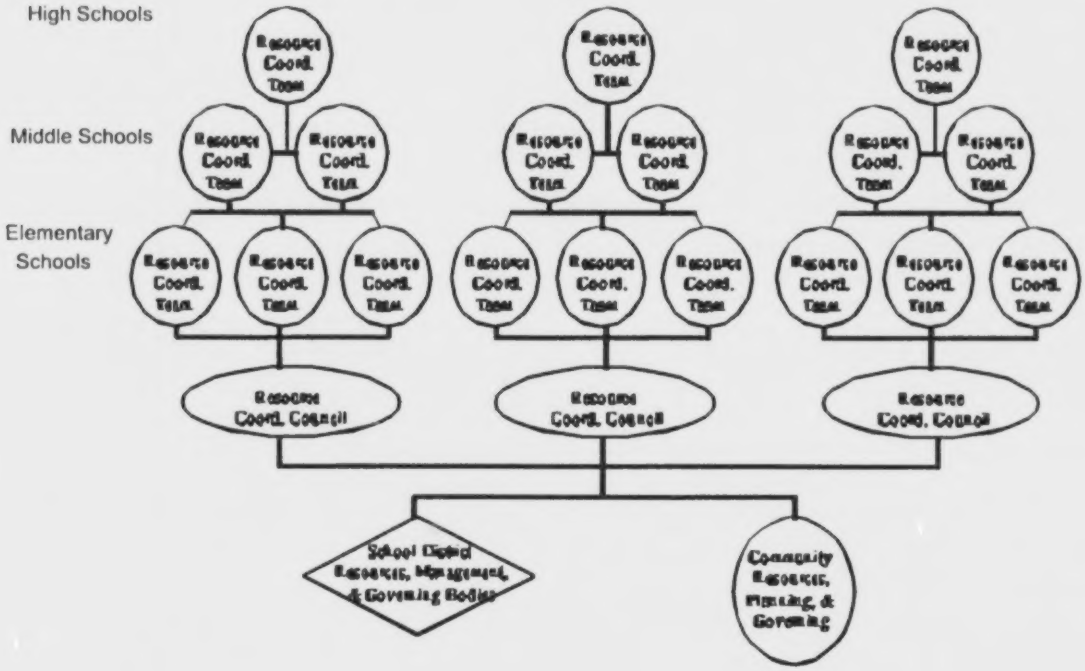
Although a resource coordinating team might be created solely around psychosocial programs, such a mechanism is meant to bring together representatives of all major programs and services supporting a school's instructional component (e.g., guidance counselors, school psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, bilingual program coordinators). This includes representatives of any community agency that is significantly involved at the school. It also includes the energies and expertise of one of the site's administrators, regular classroom teachers, non-certificated staff, parents, and older students. Where creation of "another team" is seen as a burden, existing teams can be asked to broaden their scope. Teams that already have a core of relevant expertise, such as student study teams, teacher assistance teams, and school crisis teams, have demonstrated the ability to extend their focus to resource coordination.

Properly constituted, trained, and supported, a resource coordinating team can complement the work of the site's governance body through providing on-site overview, leadership, and advocacy for all activity aimed at addressing barriers to learning and enhancing healthy development. Having at least one representative from the resource coordinating team on the school's governing and planning bodies helps ensure that essential programs and services are maintained, improved, and increasingly integrated with classroom instruction.

Local Schools Working Together

To facilitate resource coordination and enhancement among a complex of schools (e.g., a high school and its feeder middle and elementary schools), a resource coordinating *council* can be established by bringing together representatives of each school's resource coordinating *team*. Such a complex of schools needs to work together because in many cases they are concerned with the same families (e.g., a family often has children at each level of schooling). Moreover, schools in a given locale try to establish linkages with the same community resources. A coordinating council for a complex of schools provides a mechanism to help ensure cohesive and equitable deployment of such resources.

The Figure below illustrates the various linkages described above. While the emphasis in the figure is on the types of mechanisms that schools can establish, the eventual goal is to create effective and long-lasting school, home, and community collaboratives. Such collaboratives bring together the range of stakeholders needed to braid resources and facilitate the type of systemic changes that can maximize the likelihood of sustaining valued initiatives. Well-designed Resource Coordinating Councils can meld with an existing neighborhood collaborative or can be the foundation for establishing such a collaborative if none exists.


High Schools
Middle Schools
Elementary Schools
Resource Coord. Team
Resource Coord. Council
School District Resources, Management, & Governing Bodies
Community Resources, Planning, & Governing

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Addressing Barriers to Collaboration

[Excerpts from Kathleen Cotton's (1997) article entitled "School Community Collaboration" in *Prevention Forum*]

When discussing the need for school-community collaboration to address a range of problems experienced by students and families, two subjects require attention: the nature of the problems themselves; and the current inability of human services organizations, including schools, to respond adequately to these problems.

... Probably the single most significant factor motivating schools and community groups (social service agencies, business, neighborhood associations, etc.). To collaborate on behalf of children and families in need is the recognition that resources are scarce and unlikely to become more plentiful in the near future.

... Dunkle and Nash (1989) assert that "developing integrated relationships" is about as easy as dancing with an octopus, with each agency or organization a 'tentacle.'" In looking at a high risk teenager:

- An educator sees a *student* in danger of dropping out
- A health-care provider sees *a patient* at risk of having a low-birth weight baby
- A social-service worker sees *a client* who may require public assistance
- A juvenile justice worker sees a potential *runaway*
- An employment specialist sees a *trainee* needing multiple services
- A community or religious leader sees the troubled *offspring* of a personal friend

These "categorical or discrete definitions of problems," (SEDL 1990b) result in programs being given responsibility to address only one problem area or one audience. This, in turn, gives rise to several related barriers to collaboration, as identified by Gold (1985):

- ***Organizational autonomy.*** Collaboration poses a challenge to the organizational habit of setting priorities without regard to the perspectives of other organizations

- ***Singular perspectives.*** The tendency of each organization to have a very limited view of clients and their needs can impede collaboration, as does the use of jargon that is not meaningful outside each organization's narrow confines

- ***Differing mandates and procedures.*** These can lead to a lack of understanding and/or respect for the constraints under which other organizations must operate

- ***Competing/Adversary relationships.*** Social service organizations may be in competition with one another for clients or funds, be charged with evaluating each other's performance, or have a history of friction with one another -- all of which can be expected to interfere with collaboration

"No one," observes Weiss (1984), "will admit that he or she *does not want cooperation* or a working partnership."

Even when schools, social service agencies, and other organizations overcome their initial resistance to sharing information and pooling at least some of their resources, other barriers often present themselves. Guthrie and Guthrie (1990), Pathfinder (1987), Robinson (1985), and Weiss (1984) invite potential collaborators to watch out for pitfalls such as:

- *No action; talk only.* Gatherings become gripe sessions and participants fail to stay focused on tangible results

- *Agency representatives create another layer of bureaucracy* by forming an interagency "czar" or "superagency," and the focus on service delivery is lost

- *One agency dominates* proceedings, leaving other members feeling they have little influence
- Some members' participation is characterized by *competitiveness, cynicism, a preference for working alone, and/or hidden agendas* for personal advancement

- Efforts may be afflicted by the "Terrible T's" -- Tradition, Turf, (lack of) Trust, (lack of) Time, and Trouble (feeling it is too much trouble to overcome complacent and resistant attitudes)

(cont.)

[Excerpts from Kathleen Cotton's (1997) article entitled "School Community Collaboration" in *Prevention Forum*]

(continued from previous page)

Of the prospect of true collaboration-- among social service agencies and between these agencies and the schools -- Sylvester (1990) writes: It sounds remarkably simple. It is remarkably difficult. In order to provide ... comprehensive and cohesive services to at-risk children and their families ... the school and social service bureaucracies must overcome years of differing traditions. People who have never worked together must form teams. Schools must open their doors to outsiders, and social service agencies must relinquish control of some activities. Then, in order to make it all work on a large-scale basis. there must be fundamental institutional changes in the way programs are funded, in the way professionals are trained, and in the way outcomes of education and social service programs are measured.

. . .

What makes for a sense of community? Chavis, et al. (1986) and McMillan and Chavis (1986) tell us that a sense of community is derived from perceptions of membership, influence, fulfillment of needs, and emotional connection.

Membership includes a sense of boundaries, emotional safety, sense of belonging, and personal investment. These aspects work together to determine who is part of the community and who is not.

Influence refers both to the community's power to affect the individuals and organizations within it and to the power of the individuals and organizations to affect decisions which have community wide impact.

Fulfillment of needs refers to the members of a community having values and needs that are similar enough to one another that the community as a whole can organize its need-meeting activities and set priorities.

Shared emotional connection pertains to the capacity of a community to give its members positive ways to interact, important events to share, positive means of resolving events, and opportunities to honor members.

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More About Barriers to Collaboration

Marginalization is the fundamental barrier

*B*arriers to collaboration arise from a variety of institutional and personal factors. A fundamental institutional barrier to family-community-school collaboration is the degree to which efforts to establish such connections are *marginalized* in policy and practice. The extent to which this is the case can be seen in how few resources most schools deploy to build effective collaboratives.

And, even when a collaboration is initiated, the matters addressed usually are marginalized. For example, many groups spend a great deal of effort on strategies for increasing client access to programs and services and reducing the fragmentation associated with piecemeal, categorically funded programs (e.g., programs to reduce learning and behavior problems, substance abuse, violence, school dropouts, delinquency, and teen pregnancy). However, problems of access and fragmentation stem from marginalization, and this barrier remains a major deterrent to successful collaboration.

Collaboration is a developing process . . .

it must be continuously nurtured, facilitated, and supported, and special attention must be given to overcoming institutional & personal barriers

Institutional barriers are seen when existing policy, accountability, leadership, budget, space, time schedules, and capacity building agendas are nonsupportive of efforts to use collaborative arrangements effectively and efficiently to accomplish desired results. Nonsupport may simply take the form of benign neglect. More often, it stems from a lack of understanding, commitment, and/or capability related to establishing and maintaining a potent infrastructure for working together and for sharing resources. Occasionally, nonsupport takes the ugly form of forces at work trying to actively undermine collaboration.

Examples of institutional barriers include:

- policies that mandate collaboration but do not enable the process by reconciling divergent accountability pressures that interfere with using resources optimally
- policies for collaboration that do not provide adequate resources and time for leadership and stakeholder training and for overcoming barriers to collaboration,
- leadership that does not establish an effective infrastructure (including mechanisms such as a steering group and work/task groups)
- differences in the conditions and incentives associated with participation (including the fact that meetings usually are set during the work day and community agency and school participants salary usually is in effect during attendance, while family member are expected to volunteer their time)

(cont.)

On a personal level, barriers mostly stem from practical deterrents, negative attitudes, and deficiencies of knowledge and skill. These vary for different stakeholders but often include problems related to work schedules, transportation, childcare, communication skills, understanding of differences in organizational culture, accommodations for language and cultural differences, and so forth.

Other barriers arise because of inadequate attention to factors associated with systemic change. How well an innovation such as a collaborative is implemented depends to a significant degree on the personnel doing the implementing and the motivation and capabilities of participants. Sufficient resources and time must be redeployed so they can learn and carry out new functions effectively. And, when newcomers join, well-designed procedures must be in place to bring them up to speed.

Collaboration requires creative problem-solving

In bringing schools and community agencies to the same table, it is a given that there will be problems related to the differences in organizational mission, functions, cultures, bureaucracies, and accountabilities. Considerable effort will be required to teach each other about these matters. When families are at the table, power differentials are common, especially when low-income families are involved and are confronted with credentialed and titled professionals. Working collaboratively requires overcoming these barriers. This is easier to do when all stakeholders are committed to learning to do so. It means moving beyond naming problems to careful analysis of why the problem has arisen and then moving on to creative problem solving.

Another Type of Barrier

When collaboratives are not well-conceived and carefully developed, they generate additional barriers to their success. In too many instances, so-called collaborations have amounted to little more than collocation of community agency staff on school campuses. Services continue to function in relative isolation from each other, focusing on discrete problems and specialized services for individuals and small groups. Too little thought has been given to the importance of meshing (as contrasted with simply linking) community services and programs with existing school owned and operated activity. The result is that a small number of youngsters are provided services that they may not otherwise have received, but little connection is made with families and school staff and programs. Because of this, a new form of fragmentation is emerging as community and school professionals engage in a form of parallel play at school sites. Moreover, when "outside" professionals are brought into schools, district personnel may view the move as discounting their skills and threatening their jobs. On the other side, the "outsiders" often feel unappreciated. Conflicts arise over "turf," use of space, confidentiality, and liability. School professionals tend not to understand the culture of community agencies; agency staff are rather naive about the culture of schools.

(cont.)

Overcoming Barriers Related to Differences

Participants in a collaborative, must be sensitive to a variety of human and institutional differences and learn strategies for dealing with them. These include differences in

- sociocultural and economic background and current lifestyle
- primary language spoken
- skin color
- sex
- motivation

In addition, there are differences related to power, status, and orientation. And, for many, the culture of schools and community agencies and organizations will differ greatly from other settings where they have lived and worked. Although workshops and presentations may be offered in an effort to increase specific cultural awareness, what can be learned in this way is limited, especially when one is in a community of many cultures. There also is a danger in prejudgments based on apparent cultural awareness. It is desirable to have the needed language skills and cultural awareness; it is also essential not to rush to judgement.

As part of a working relationship, differences can be complementary and helpful – as when staff from different disciplines work with and learn from each other. Differences become a barrier to establishing effective working relationships when negative attitudes are allowed to prevail. Interpersonally, the result generally is conflict and poor communication. For example, differences in status, skin color, power, orientation, and so forth can cause one or more persons to enter the situation with negative (including competitive) feelings. And such feelings often motivate conflict.

Many individuals who have been treated unfairly, been discriminated against, been deprived of opportunity and status at school, on the job, and in society use whatever means they can to seek redress and sometimes to strike back. Such an individual may promote conflict in hopes of correcting power imbalances or at least to call attention to a problem.

Often, power differentials are so institutionalized that individual action has little impact. It is hard and frustrating to fight an institution. It is much easier and immediately satisfying to fight with other individuals one sees as representing that institution. However, when this occurs where individuals are supposed to work together, those with negative feelings may act and say things in ways that produce significant barriers to establishing a working relationship. Often, the underlying message is "you don't understand," or worse yet "you probably don't want to understand." Or, even worse, "you are my enemy."

It is unfortunate when such barriers arise between those we are trying to help; it is a travesty when such barriers interfere with helpers working together effectively. Conflicts among collaborative members detract from accomplishing goals and contribute in a major way to "burn out."

There are, however, no easy solutions to overcoming deeply embedded negative attitudes. Certainly, a first step is to understand that the nature of the problem is not differences per se but negative perceptions stemming from the politics and psychology of the situation. It is these perceptions that lead to (a) prejudgments that a person is bad because of an observed difference and (b) the view that there is little to be gained from working with that person. Thus, minimally, the task of overcoming negative attitudes interfering with a particular working relationship involves finding ways to counter negative prejudgments (e.g., to establish the credibility of those who have been prejudged) and demonstrate there is something of value to be gained from working together.

Build *Working* Relationships

To be effective in working with others, you need to build a positive *working* relationship around the **tasks** at hand. Necessary ingredients are:

- minimizing negative prejudgments about those with whom you will be working
- taking time to make connections
- identifying what will be gained from the collaboration in terms of mutually desired outcomes -- to clarify the value of working together
- enhancing expectations that the working relationship will be productive – important here is establishing credibility with each other
- establishing a structure that provides support and guidance to aid task focus
- periodic reminders of the positive outcomes that have resulted from working together

With specific respect to **building relationships** and **effective communication**, three things you can do are:

- convey empathy and warmth (e.g., the ability to understand and appreciate what the individual is thinking and feeling and to transmit a sense of liking)
- convey genuine regard and respect (e.g., the ability to transmit real interest and to interact in a way that enables the individual to maintain a feeling of integrity and personal control)
- talk with, not at, others -- active listening and dialogue (e.g., being a good listener, not being judgmental, not prying, sharing your experiences as appropriate and needed)

Finally, watch out for ego-oriented behavior (yours and theirs) – it tends to get in the way of accomplishing the task at hand.

A Note of Caution

Without careful planning, implementation, and capacity building, collaborative efforts will rarely live up to the initial hope. For example, formal arrangements for working together often take the form of committees and meetings. To be effective, such sessions require thoughtful and skillful facilitation. Even when they begin with great enthusiasm, poorly facilitated working sessions quickly degenerate into another meeting, more talk but little action, another burden, and a waste of time. This is particularly likely to happen when the emphasis is mainly on the unfocused mandate to "collaborate," rather than on moving an important vision and mission forward through effective working relationships.

Most of us know how hard it is to work effectively with a group. Staff members can point to the many committees and teams that drained their time and energy to little avail. Obviously true collaboration involves more than meeting and talking. The point is to work in ways that produce the type of actions that result in effective programs. For this to happen, steps must be taken to ensure that committees, councils, and teams are formed in ways that maximize their effectiveness. This includes providing them with the training, time, support, and authority to carry out their role and functions. It is when such matters are ignored that groups find themselves meeting but going nowhere. (The Exhibit on the following pages offers some guidelines for planning and facilitating effective meetings.

Exhibit

Planning and Facilitating Effective Meetings

Forming a Working Group

- There should be a clear statement about the group's mission.
- Be certain that members agree to pursue the stated mission and, for the most part, share a vision.
- Pick someone who the group will respect and who either already has good facilitation skills or will commit to learning those that are needed.
- Provide training for members so they understand their role in keeping a meeting on track and turning talk into effective action..
- Designate processes (a) for sending members information before a meeting regarding what is to be accomplished, specific agenda items, and individual assignments and (b) for maintaining and circulating record of decisions and planned actions (what, who, when).

Meeting Format

- Be certain there is a written agenda and that it clearly states the purpose of the meeting, specific topics, and desired outcomes for the session.
- Begin the meeting by reviewing purpose, topics, desired outcomes, eta. Until the group is functioning well, it may be necessary to review meeting ground rules.
- Facilitate the involvement of all members, and do so in ways that encourage them to focus specifically on the task. The facilitator remains neutral in discussion of issues.
- Try to maintain a comfortable pace (neither too rushed, nor too slow; try to start on time and end on time but don't be a slave to the clock).
- Periodically review what has been accomplished and move on the next item.
- Leave time to sum up and celebrate accomplishment of outcomes and end by enumerating specific follow up activity (what, who, when). End with a plan for the next meeting (date, time, tentative agenda). For a series of meetings, set the dates well in advance so members can plan their calendars.

Some Group Dynamics to Anticipate

- *Hidden Agendas* – All members should agree to help keep hidden agendas in check and, when such items cannot be avoided, facilitate the rapid presentation of a point and indicate where the concern needs to be redirected.
- *A Need for Validation* – When members make the same point over and over, it usually indicates they feel an important point is not being validated. To counter such disruptive repetition, account for the item in a visible way so that members feel their contributions have been acknowledged. When the item warrants discussion at a later time, assign it to a future agenda.
- *Members are at an Impasse* – Two major reasons groups get stuck are: (a) some new ideas are needed to "get out of a box" and (b) differences in perspective need to be aired and resolved. The former problem usually can be dealt with through brainstorming or by bringing in someone with new ideas to offer; to deal with conflicts that arise over process, content, and power relationships employ problem solving and conflict management strategies (e.g., accommodation, negotiation, mediation).
- *Interpersonal Conflict and Inappropriate Competition* – These problems may be corrected by repeatedly bringing the focus back to the goal – improving outcomes for students/families; when this doesn't work; restructuring group membership may be necessary.
- *Ain't It Awful!* – Daily frustrations experienced by staff often lead them to turn meetings into gripe sessions. Outside team members (parents, agency staff, business and/or university partners) can influence school staff to exhibit their best behavior.

(cont.)

Making Meetings Work

A good meeting is task focused and ensures that task are accomplished in ways that:

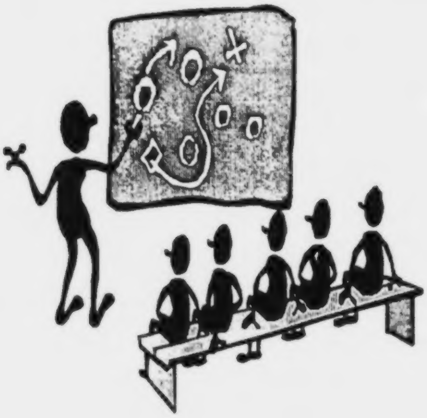
>are efficient and effective >reflect common concerns and priorities
>are implemented in an open, noncritical, nonthreatening manner
>turn complaints into problems that are analyzed in ways that lead to plans for practical solutions
>feel productive (produces a sense of accomplishment and of appreciation)

About Building Relationships and Communicating Effectively

- convey empathy and warmth (e.g., this involves working to understand and appreciate what others are thinking and feeling and transmitting a sense of liking them)

- convey genuine regard and respect (e.g., this involves transmitting real interest and interacting in ways that enable others to maintain a feeling of integrity and personal control)

- talk with, not at, others – active listening and dialogue (e.g., this involves being a good listener, not being judgmental, not prying, and being willing to share experiences as appropriate)



Accounting for Cultural, Racial, and Other Significant Individual and Group Differences

All interventions to address barriers to learning and promote healthy development must consider significant individual and group differences.

In this respect, discussions of diversity and cultural competence offer some useful concerns to consider and explore. For example, the Family and Youth Services Bureau of the U.S. Department of Health and Human Services, in a 1994 document entitled *A Guide to Enhancing the Cultural Competence of Runaway and Homeless Youth Programs,* outlines some baseline assumptions which can be broadened to read as follows:

> Those who work with youngsters and their families can better meet the needs of their target population by enhancing their competence with respect to the group and its intragroup differences.
>
> Developing such competence is a dynamic, on-going process -- not a goal or outcome. That is, there is no single activity or event that will enhance such competence. In fact, use of a single activity reinforces a false sense of that the "problem is solved."
>
> Diversity training is widely viewed as important, but is not effective in isolation. Programs should avoid the "quick fix" theory of providing training without follow-up or more concrete management and programmatic changes.
>
> Hiring staff from the same background as the target population does not necessarily ensure the provision of appropriate services, especially if those staff are not in decision-making positions, *or* are not themselves appreciative of, or respectful to, group and intragroup differences.
>
> Establishing a process for enhancing a program's competence with respect to group and intragroup differences is an opportunity for positive organizational and individual growth.

(cont.)

The Bureau document goes on to state that programs:

> are moving from the individually-focused "medical model" to a clearer understanding of the many external causes of our social problems ... why young people growing up in intergenerational poverty amidst decaying buildings and failing inner-city infrastructures are likely to respond in rage or despair. It is no longer surprising that lesbian and gay youth growing up in communities that do not acknowledge their existence might surrender to suicide in greater numbers than their peers. We are beginning to accept that social problems are indeed more often the problems of society than the individual.
>
> These changes, however, have not occurred without some resistance and backlash, nor are they universal. Racism, bigotry, sexism, religious discrimination, homophobia, and lack of sensitivity to the needs of special populations continue to affect the lives of each new generation. Powerful leaders and organizations throughout the country continue to promote the exclusion of people who are "different," resulting in the disabling by-products of hatred, fear, and unrealized potential.
>
> ... We will not move toward diversity until we promote inclusion ... Programs will not accomplish any of (their) central missions unless ... (their approach reflects) knowledge, sensitivity, and a willingness to learn.

In their discussion of "The Cultural Competence Model," Mason, Benjamin, and Lewis* outline five cultural competence values which they stress are more concerned with behavior than awareness and sensitivity and should be reflected in staff attitude and practice and the organization's policy and structure. In essence, these five values are

(1) *Valuing Diversity* -- which they suggest is a matter of framing cultural diversity as a strength in clients, line staff, administrative personnel, board membership, and volunteers.

(2) Conducting Cultural Self-Assessment -- to be aware of cultural blind spots and ways in which one's values and assumptions may differ from those held by clients.

(3) *Understanding the Dynamics of Difference* -- which they see as the ability to understand what happens when people of different cultural backgrounds interact.

(4) *Incorporating Cultural Knowledge* -- seen as an ongoing process.

(5) *Adapting to Diversity* -- described as modifying direct interventions and the way the organization is run to reflect the contextual realities of a given catchment area and the sociopolitical forces that may have shaped those who live in the area.

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*In *Families and the Mental Health System for Children and Adolescence*, edited by C.A. Heflinger & C.T. Nixon (1996). CA: Sage Publications.

Getting From Here to There

In her 1997 article entitled "School Community Collaboration" in *Prevention Forum*, Kathleen Cotton recognizes that the question of *What's in it for us?* always is of concern. She suggests that the following are some basic reasons to underscore so that those exploring the idea of collaborating with schools at least understand why they it is worth making the effort.

- *Health and social service agencies.* Staff of these agencies greatly value their connections with the schools. Since virtually all young people pass through the schools, schools can provide human service agency staff access to the community's young people and, through them, to families experiencing needs . . . .

- *Colleges and universities.* Higher education representatives want to avoid expenditures for remediation and develop-mental courses. . . . Also, they stand to increase their enrollments if they assist in the development of capable high school graduates who value further education. Work with the public schools enables higher education personnel to keep abreast of educational issues and developments...

- *Parents and community members.* These individuals naturally want to assure a wide range of life choices and economic self-sufficiency for the community's young people. In the case of older community members, offering support and sharing experience with young people can increase their sense of worth and productivity . . . .

- *Business and industry.* Business representatives have cited . . . their desire for a competitive workforce and for a pool of qualified potential employees. According to a 1987 National Alliance of Business report, "The second most often cited reason for a business selecting a particular location is the quality of the schools." Other motivators include a desire to reduce taxes and welfare costs by reducing unemployment . . . .

- *Members of neighborhood organizations* typically support close relationships with the schools as a means of increasing community cohesiveness and gaining support and involvement for community projects.

Because building and maintaining effective collaboratives requires systemic changes, the process of getting from here to there is a bit complex. The process often requires knowledge and skills not currently part of the professional preparation of those called on to act as change agents. For example, few school or agency professionals assigned to make major reforms have been taught how to create the necessary motivational readiness among a critical mass of stakeholders, nevermind knowing how to develop and institutionalize the type of mechanisms required for effective collaboration.

Substantive change requires paying considerable attention to enhancing both stakeholder motivation and capability and ensuring there are appropriate supports during each phase of the change process. It is essential to account for the fullness of the processes required to build authentic agreements and commitments. These involve strategies that ensure there is a common vision and valuing of proposed innovations and attention to relationship building, clarification of mutual expectations and benefits, provision for rapid renegotiation of initial agreements, and much more. Authentic agreements require ongoing modification that account for the intricacies and unanticipated problems that characterize efforts to introduce major innovations into complex systems. Informed commitment is strengthened and operationalized through negotiating and renegotiating formal agreements among various

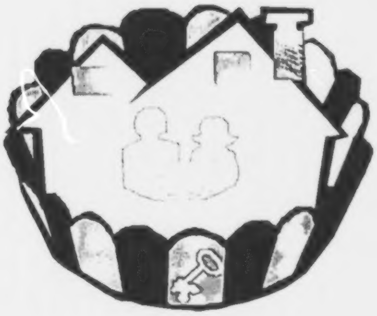
(cont.)

stakeholders. Policy statements articulate the commitment to the innovation's essence. Memoranda of understanding and contracts specify agreements about such matters as funding sources, resource appropriations, personnel functions, incentives and safeguards for risk-taking, stakeholder development, immediate and long-term commitments and timelines, accountability procedures, and so forth.

We are confronted with insurrmountable opportunities
Pogo

Change in the various organizational and familial cultures represented in a collaborative evolve slowly in transaction with specific organizational and programmatic changes. Early in the process the emphasis needs to be on creating an official and psychological climate for change, including overcoming institutionalized resistance, negative attitudes, and barriers to change. New attitudes, new working relationships, new skills all must be engendered, and negative reactions and dynamics related to change must be addressed. Creating this readiness involves tasks designed to produce fundamental changes in the culture that characterizes schools and community agencies, while accom-modating cultural differences among families.

Substantive change is most likely when high levels of positive energy among stakeholders can be mobilized and appropriately directed over extended periods of time. Thus, one of the first concerns is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment.



This calls for proceeding in ways that establish and maintain an effective match with the motivation and capabilities of involved parties. The literature clarifies the value of (a) a high level of policy and leadership commitment that is translated into an inspiring vision and appropriate resources (leadership, space, budget, time), (b) incentives for change, such as intrinsically valued outcomes, expectations for success, recognitions, rewards, (c) procedural options that reflect stakeholder strengths and from which those expected to implement change can select options they see as workable, (d) a willingness to establish an infrastructure and processes that facilitate efforts to change, such as a governance mechanism that adopts strategies for improving organizational health, (e) use of change agents who are perceived as pragmatic (e.g., as maintaining ideals while embracing practical solutions), (f) accomplishing change in stages and with realistic timelines, (g) providing feedback on progress, and (h) taking steps to institutionalize support mechanisms that maintain and evolve changes and generate periodic renewal. An understanding of concepts espoused by community psychologists such as empowering settings and enhancing a sense of community also can make a critical difference. Such concepts stress the value of open, welcoming, inclusive, democratic, and supportive processes.

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Mechanisms for Systemic Change

It helps to think in terms of four key *temporary* systemic change mechanisms. These are: (1) a site-based*steering* mechanism to guide and support systemic change activity, (2) a *change agent* who works with the change team and has full-time responsibility for the daily tasks involved in creating readiness and the initial implementation of desired changes, (3) a *change team* (consisting of key stakeholders) that has responsibility for coalition building, implementing the strategic plan, and maintaining daily oversight (including problem solving, conflict resolution, and so forth), and (4) *mentors* and *coaches* who model and teach specific elements of new approaches. Once systemic changes have been accomplished effectively, all temporary mechanisms are phased out – with any essential new roles and functions assimilated into regular structural mechanisms.

Steering the change process

When it comes to connecting with schools, systemic change requires shifts in policy and practice at several levels (e.g., a school, a "family" of schools, a school district). Community resources also may require changes at several levels. Each jurisdictional level needs to be involved in one or more steering mechanisms. A steering mechanism can be a designated individual or a small committee or team. The functions of such mechanisms include oversight, guidance, and support of the change process to ensure success. If a decision is made to have separate steering mechanisms at different jurisidictional levels, an interactive interface is needed among them. And, of course, a regular, interactive interface is essential between steering and organizational governance mechanisms. The steering mechanism is the guardian of the "big picture" vision.

Change agent & change team

Building on what is known about organizational change, it is well to designate and properly train a change agent to facilitate the process of getting from here to there). During initial implementation of a collaborative infrastructure, tasks and concerns must be addressed expeditiously. To this end, an trained agent for change plays a critical role. One of the first functions is to help form and train a change *team*. Such a team (which includes various work groups) consists of personnel representing specific programs, administrators, union reps, and staff and other stakeholders skilled in facilitating problem solving and mediating conflicts. This composition provides a blending of agents for change who are responsible and able to address daily concerns.

Mentors & coaches

During initial implementation, the need for mentors and coaches is acute. Inevitably new ideas, roles, and functions require a variety of stakeholder development activities, including demonstrations of new infrastructure mechanisms and program elements. The designated change agent is among the first providing mentorship. The change team must also helps identify mentors who have relevant expertise. A regularly accessible cadre of mentors and coaches is an indispensable resource in responding to stakeholders' daily calls for help. (Ultimately, every stakeholder is a potential mentor or coach for somebody.) In most cases, the pool will need to be augmented periodically with specially contracted coaches.

A Bit More About the Functions of a Change Agent and Change Team

Regardless of the nature and scope of the work, a change agent's core functions require an individual whose background and training have prepared her/him to understand

- *the specific systemic changes (content and processes) to be accomplished* (In this respect, a change agent must have an understanding of the fundamental concerns underlying the need for change.)
- how to work with a site's stakeholders as they restructure their programs.

As can be seen in the Exhibit on the following pages, the main work revolves around planning and facilitating:

- infrastructure development, maintenance, action, mechanism liaison and interface, and priority setting
- stakeholder development (coaching – with an emphasis on creating readiness both in terms of motivation and skills; team building; providing technical assistance; organizing basic "cross disciplinary training")
- communication (visibility), resource mapping, analyses, coordination, and integration
- formative evaluation and rapid problem solving
- ongoing support

With the change agent initially taking the lead, members of the change team (and its work groups) are catalysts and managers of change. As such, they must ensure the "big picture" is implemented in ways that are true to the vision and compatible with the local culture. Team members help develop linkages among resources, facilitate redesign of regular structural mechanisms, and establish other temporary mechanisms. They also are problem solvers – not only responding as problems arise but taking a proactive stance by designing strategies to counter anticipated barriers to change, such as negative reactions and dynamics, common factors interfering with working relationships, and system deficiencies. They do all this in ways that enhance empowerment, a sense of community, and general readiness and commitment to new approaches. After the initial implementation stage, they focus on ensuring that institutionalized mechanisms take on functions essential to maintenance and renewal. All this requires team members who are committed each day to ensuring effective replication and who have enough time and ability to attend to details.

Exhibit

Examples of Task Activity for a Change Agent

1. Infrastructure tasks

(a) Works with governing agents to further clarify and negotiate agreements about
- policy changes
- participating personnel (including administrators authorized to take the lead for systemic changes)
- time, space, and budget commitments

(b) Identifies several representatives of stakeholder groups who agree to lead the change team

(c) Helps leaders to identify members for change, program, and work teams and prepare them to carry out functions

2. Stakeholder development

(a) Provides general orientations for governing agents

(b) Provides leadership coaching for site leaders responsible for systemic change

(c) Coaches team members (e.g., about purposes, processes)

Examples: At a team's first meeting, the change agent offers to provide a brief orientation (a presentation with guiding handouts) and any immediate coaching and specific task assistance team facilitators or members may need. During the next few meetings, the change agent and/or coaches might help with mapping and analyzing resources. Teams may also need help establishing processes for daily interaction and periodic meetings.

(d) Works with leaders to ensure presentations and written information about infrastructure and activity changes are provided to all stakeholders

3. Communication (visibility), coordination, and integration

(a) Determines if info on new directions (including leadership and team functions and membership) has been written-up and circulated. If not, the change agent determines why and helps address systemic breakdowns; if necessary, effective processes are modeled.

(b) Determines if leaders and team members are effectively handling priority tasks. If not, the change agent determines why and helps address systemic breakdowns; if necessary, effective processes are modeled.

Exhibit (cont.)

Examples of Task Activity for a Change Agent

(c) Determines if change, program, and work teams are being effective (and if not, takes appropriate steps).

For example, determines if resources have been

- mapped
- analyzed to determine
  - >how well resources are meeting desired functions
  - >how well programs and services are coordinated/integrated (with special emphasis on maximizing.cost-effectiveness and minimizing redundancy)
  - >what activities need to be improved (or eliminated)
  - >what is missing, its level of priority, and how and when to develop it

(d) Determines the adequacy of efforts made to enhance communication to and among stakeholders and, if more is needed, facilitates improvements (e.g., ensures that resource mapping, analyses, and recommendations are written-up and circulated)

(e) Determines if systems are in place to identify problems related to functioning of the infrastructure and communication systems. If there are problems, determines why and helps address any systemic breakdowns

(f) Checks on visibility of reforms and if the efforts are not visible, determines why and helps rectify

4. Formative Evaluation and rapid problem solving

(a) Works with leaders and team members to develop procedures for formative evaluation and processes that ensure rapid problem solving

(b) Checks regularly to be certain there is rapid problem solving. If not, helps address systemic breakdowns; if necessary, models processes.

5. Ongoing Support

(a) Offers ongoing coaching on an "on-call" basis

For example: informs team members about ideas developed by others or provides expertise related to a specific topic they plan to discuss.

(b) At appropriate points in time, asks for part of a meeting to see how things are going and (if necessary) to explore ways to improve the process

(c) At appropriate times, asks whether participants have dealt with longer-range planning, and if they haven't, determines what help they need

(d) Helps participants identify sources for continuing capacity building.

Remember:
Effective family-community-school collaboration requires a cohesive set of policies

Cohesive policy will only emerge if current policies are revisited to reduce redundancy and redeploy school and community resources that are used ineffectively. Policy must

- move existing *governance* toward shared decision making and appropriate degrees of local control and private sector involvement – a key facet of this is guaranteeing roles and providing incentives, supports, and training for effective involvement of line staff, families, students, and other community members

- create *change teams and change agents* to carry out the daily activities of systemic change related to building essential support and redesigning processes to initiate, establish, and maintain changes over time

- delineate high level *leadership assignments* and underwrite essential *leadership/management training* re. vision for change, how to effect such changes, how to institutionalize the changes, and generate ongoing renewal

- establish institutionalized *mechanisms to manage and enhance resources* for family-school-community connections and related systems (focusing on analyzing, planning, coordinating, integrating, monitoring, evaluating, and strengthening ongoing efforts)

- provide adequate funds for *capacity building* related to both accomplishing desired system changes and enhancing intervention quality over time – a key facet of this is a major investment in staff recruitment and development using well-designed, and technologically sophisticated strategies for dealing with the problems of frequent turnover and diffusing information updates; another facet is an investment in technical assistance at all levels and for all aspects and stages of the work

- use a sophisticated approach to *accountability* that initially emphasizes data that can help develop effective approaches for collaboration in providing interventions and a results-oriented focus on short-term benchmarks and that evolves into evaluation of long-range indicators of impact. (As soon as feasible, move to technologically sophisticated and integrated management information systems.)

Such a strengthened policy focus allows stakeholders to build the continuum of interventions needed to make a significant impact in addressing the safety, health, learning, and general well being of all youngsters through strengthening youngsters, families, schools, and neighborhoods.

Clearly, major systemic changes are not easily accomplished. The many steps and tasks described throughout this work call for a high degree of commitment and relentlessness of effort.

(cont.)

The rationale for producing this packet is to increase the likelihood of achieving desired results. At the same time, awareness of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with sparse financial resources, leads to the caution that the type of approach described here is not a straightforward sequential process. Rather, the work of establishing effective collaboratives emerges in overlapping and spiraling ways.

The success of collaborations in enhancing school, family, and community connections is first and foremost in the hands of policy makers. If increased connections are to be more than another desired but underachieved aim of reformers, policymakers must understand the nature and scope of what is involved. They must deal with the problems of marginalization and fragmentation of policy and practice. They must support development of appropriately comprehensive and multifaceted school-community collaborations. They must revise policy related to school-linked services because such initiatives are a grossly inadequate response to the many complex factors that interfere with development, learning, and teaching. By focusing primarily on linking community services to schools and downplaying the role of existing school and other community and family resources, these initiatives help perpetuate an orientation that overemphasizes individually prescribed services, results in fragmented interventions, and undervalues the human and social capital indigenous to every neighborhood. This is incompatible with developing the type of comprehensive approaches that are needed to make statements such as *We want all children to succeed* and *No Child Left Behind* more than rhetoric.

Some Ways to Begin

(1) Adopting a Comprehensive Vision for the Collaborative

- Collaborative leadership builds consensus that the aim of those involved is to help weave together community and school resources to develop a comprehensive, multifaceted, and integrated continuum of interventions so that no child is left behind.

(2) Writing a "Brief" to Clarify the Vision

- Collaborative establishes a writing team to prepare a "white paper," Executive Summary and set of "talking points" clarifying the vision by delineating the rationale and frameworks that will guide development of a comprehensive, multifaceted, and integrated approach

(3) Establishing a Steering Committee to Move the Initiative Forward and Monitor Process

- Collaborative identifies and empowers a representative subgroup who will be responsible and accountable for ensuring that the vision ("big picture") is not lost and the momentum of the initiative is maintained through establishing and monitoring ad hoc work groups that are asked to pursue specific tasks

(4) Starting a Process for Translating the Vision into Policy

- Steering Committee establishes a work group to prepare a campaign geared to key local and state school and agency policy makers that focuses on (a) establishing a policy framework for the development of a comprehensive, multifaceted, and integrated approach and (b) ensuring that such policy has a high enough level of priority to end the current marginalized status such efforts have at schools and in communities

(5) Developing a 5 year Strategic Plan

- Steering Committee establishes a work group to draft a 5 year strategic plan that delineates (a) the development of a comprehensive, multifaceted, and integrated approach and (b) the steps to be taken to accomplish the required systemic changes (The strategic plan will cover such matters as use of formulation of essential agreements about policy, resources, and practices; assignment of committed leadership; change agents to facilitate systemic changes; infrastructure redesign; enhancement of infrastructure mechanisms; resource mapping, analysis, and redeployment; capacity building; standards, evaluation, quality improvement, and accountability; "social marketing.")
- Steering Committee circulates draft of plan (a) to elicit suggested revisions from key stakeholders and (b) as part of a process for building consensus and developing readiness for proceeding with its implementation
- Work group makes relevant revisions based on suggestions

(6) Moving the Strategic Plan to Implementation

- Steering Committee ensures that key stakeholders finalize and approve strategic plan
- Steering Committee submits plan on behalf of key stakeholders to school and agency decision makers to formulate formal agreements (e.g., MOUs, contracts) for start-up, initial implementation, and on-going revisions that can ensure institutionalization and periodic renewal of a comprehensive, multifaceted, and integrated approach
- Steering Committee establishes work group to develop action plan for start-up and initial implementation (The action plan will identify general functions and key tasks to be accomplished, necessary systemic changes, and how to get from here to there in terms of who carries out specific tasks, how, by when, who monitors, etc.)

Some Aids and Tools

On the following pages are a few additional tools for use in establishing effective collaboratives.

- *Benchmarks for Monitoring and Reviewing Process and Progress*

- *Readiness Survey* – designed to

  >inform families, schools, and community stakeholders about the initiatives and broad collaborative goals

  >enhance readiness for convening groups to share the broad vision and goals and for follow-up action planning

  >elicit involvement in leadership, including identifying possible champions

  >clarify concerns

  >provide stakeholders with information that allows them to plan meetings

- *Gap Analyses and Building Consenus*

- *Mapping and Analyzing the Current Status of School-Community Resources and Collaboration*

Benchmarks for Monitoring and Reviewing Process and Progress

I. Creating Readiness	**Date Started**	**Date Completed**	**Current Status**
A. Steering committee established			
B. Orienting Stakeholders			
(1) Basic ideas and relevant research base are introduced to key stakeholders using "social marketing" strategies >school administrators >school staff >families in the community >business stakeholders ____________________ ____________________			
(2) Opportunities for interchange are provided & additional in-depth presentations are made to build a critical mass of consensus for systemic changes			
(3) Ongoing evaluation of interest is conducted until a critical mass of stakeholders indicate readiness to pursue a policy commitment			
(4) Ratification and sponsorship are elicited from a critical mass of stakeholders			
C. Establishing Policy Commitment & Framework			
(1) Establishment of a high level policy and assurance of leadership commitment			
(2) Policy is translated into an inspiring vision, a framework, and a strategic plan that phases in changes using a realistic time line			
(3) Policy is translated into appropriate resource allocations (leadership, staff, space, budget, time)			
(4) Establishment of incentives for change (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)			
(5) Establishment of procedural options that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable			
(6) Establishment of an infrastructure and processes that facilitate change efforts			
(7) Establishment of a change agent position			
(8) Establishment of temporary infrastructure mechanisms for making systemic changes			
(9) Initial capacity-building – developing essential skills among stakeholders to begin implementation			

(10) Benchmarks are used to provide feedback on progress and to make necessary improvements in the process for creating readiness			

II. Start-up and Phase-in	**Date Started**	**Date Completed**	**Current Status**
A. Change Team members identified			
B. Leadership training for all who will be taking a lead in developing the collaborative			
C. Development of a phase-in plan			
D. Preparation for doing gap analysis >problem ("needs") assessment and analysis >mapping and analysis of resources & assets >identification of challenges & barriers			
E. Gap analysis, recommendations, & priority setting			
F. Strategic planning			
G. Action planning			
H. Establishment of ad hoc work groups			
I. Establishment of mechanisms for >communication, >problem solving >social marketing			
J. Outreach to other potential participants			

III. Institutionalization (maintaining/sustaining/ creative renewal)	**Date Started**	**Date Completed**	**Current Status**
A. Ratification by policy makers of long-range strategic plan of operation			
B. Establishment of regular budget support			
C. Leadership positions and infrastructure mechanisms incorporated into operational manuals			
D. Formation of procedural plans for ongoing renewal			

An overarching benchmark involves the monitoring of the implementation of evaluation plans.

Readiness Survey

CONNECTING FAMILIES-SCHOOL-COMMUNITY

Connecting the resources of families, schools, and the community is essential to enhancing community-wide safe and healthy development strategies. To move forward, we need your ideas:

1. We plan to have a series of meetings with various groups to share current activities and discuss ways these activities can be enhanced and expanded. What groups and what key individuals do you think should be included in these meetings? (e.g., School Board, Chamber of Commerce, Superintendent and District Administrators, Mayor and City officials, School supervisors of support services, community agency directors, providers of services, law enforcement providers, other collaboratives working on similar concerns, others)

2. These meetings are intended to strengthen integrated school-community plans for safe and healthy development for all children and youth. What do you think is the best strategy? One way is to have a few large group presentations so everyone shares the same vision, followed by smaller groups to plan ways to implement next steps. What do you think of this? What other ideas do you have?

3. We would like to identify key leaders to help steer this process. Who do you think should be included? Are you interested?

4. What timing would be best for these meetings? (e.g. start now, wait for summer, fall?)

5. Do you have any concerns about proceeding with this process?

6. Do you have specific hopes for the outcome of this process or other ideas?

Your Name____

Your organization________________________Position_______________

Phone______________Email__________________Fax_____________

Address____

Please return this to_________________________________

We want to involve a wide a range of school-community members to participate, so please copy and share this with others who might be interested.

We will let you know the plans for the next steps. Thanks for your help.

Gap Analyses and Building Consensus

A step toward longer-range strategic planning involves revisiting the "big picture" vision and what is currently taking place with the aim of clarifying significant gaps.

Such a gap analysis provides another basis for highlighted, in context, the need to have a long-range plan for developing a full continuum of systemic interventions and maintaining and renewing them.

Tool:

Gap Analysis/Building Consensus

Clarifying the Gap Between the Vision and What's Actually Happening

In responding to the following questions, think in terms of what's in place and what may be missing with respect to the vision, policy, infrastructure, leadership, staff, capacity building mechanisms and resources, etc.

Understanding the Big Picture: *Shared Hopes for the Future of Our Children, Families, Schools, and Neighborhood*

Process (if done by group): "We have invited you to this session to help us better understand the local vision, current policy, major agenda priorities, etc. and the *current status of* the local agenda for the future *of* children, families, schools, and the neighborhood. Based on what is shared here, we will write up a working draft as a guide for future discussions and planning. *If you* would like, we can take the first part *of* the meeting for making a few notes as individuals or in pairs before the discussion. After the discussion, we will outline the consensus of the group with respect to each question."

- First jot down your own answers.
- Group members then can share their respective responses.
- Discuss similarities and differences.
- Finally, to the degree feasible arrive at a working consensus.

(1) What is the current vision for strengthening youngsters, families, schools, and the neighborhood?

(2) Where are things currently in terms of policy and practice priorities for accomplishing this?

(3) How does current vision/mission/policy address barriers to youngsters' learning and development?

(4) What is the nature and scope of the gap between the vision and the current state of affairs?

Mapping and Analyzing the Current Status of School-Community Resources and Collaboration

A basic function of any collaborative is to map and analyze activities and resources as a basis for understanding what exists and what doesn't and then formulating recommendations about priorities and resource (re)allocation. Such understanding contributes to a "big picture" perspective of assets and provides a basis for making decisions about next steps. Such mapping is done over time and in stages. In addition, as discussed on the following page, when mapping and analyses of such matters are done in depth, the processes become a major intervention for systemic change.

Included on the pages following the brief discussion are the following surveys (designed as self-study guides) and other tools to aid mapping, analysis, and resource management:

Family-Community-School Collaboration: Self-Study Surveys

>Overview of Areas for Collaboration

>Overview of System Status for Enhancing Collaboration

>Collaboration to Strengthen the School

>Collaboration to Strengthen the Neighborhood

The surveys are not evaluation tools. They afford a stimulus for discussion, analysis, reflection, and planning. Collaboratives can use them to identify specific areas for working together to enhance benefits for all stakeholders.

To do this work, you need to be a combination
of Mother Theresa, Machiavelli, and a CPA.
Schorr, 2003

About Resource Mapping & Management

Careful use of resources is always a stated value. As funds tighten, it is an essential reality. In such times, it is especially the case that no policy maker wants to be seen as supporting programs that use resources poorly. And, at any time, it is to society's benefit when resources are used well and wisely.

Over the next few years, every school and community agency will be called upon to maximize the use of what in most cases are too limited resources. One focus will be on reducing fragmentation and redundancy stemming from ill-conceived policies and lack of coordination. Another focus will be on eliminating interventions that are clearly not effective. In doing all this, the opportunity should arise to redeploy resources to address unmet needs.

Redeployment, of course, should not be an ad hoc process. Analyses of what is already is in place and effective and what is needed provides the soundest basis not only for deployment and redeployment of resources, but also for formulating strategies to link and integrate with additional resources at other schools, district sites, and in the community. Such analyses also are critical to efforts to enhance intervention effectiveness, garner economies of scale, and thus enhance cost-effectiveness and efficiency.

Good analyses depend on amassing good data. With respect to resources for addressing barriers to learning, development, and teaching, this means detailing resources that are in place to support the strengthening students, families, schools, and neighborhoods.

Students, families, communities, and schools have a variety of resources (e.g., real estate, social and financial capital, programs and services) to address barriers and promote development. For example, in schools, there are programs and services ranging from Title I programs, through extra help for low performing students, to accommodations for special education students. In some places, the personnel and programs to support learning may account for as much as 30% of the resources at a school. However, because policy makers and school and community leaders have dealt with barriers to learning and development in such a marginalized manner, resources are deployed in fragmented and often wasteful and ineffective ways. The result of the marginalization is that improvement efforts continue to pay little attention to the need for and potential impact of rethinking how these resources can be used more effectively and how to prioritize planning to fill critical gaps.

Improving resource use and impact begins by (a) taking stock of the resources already being expended and (b) considering how these valuable resources can be used to the greatest effect. These matters involve a variety of functions and tasks we encompass under the rubric of *mapping and managing resources.*

(cont.)

Carrying out the functions and tasks related to mapping and managing resources is, in effect, an intervention for systemic change. For example:

- A focus on these matters highlights the reality that the school's current infrastructure probably requires some revamping to ensure the necessary functions are carried out (e.g., a resource-oriented mechanism focusing on resources is needed).
- By identifying and analyzing existing resources (e.g., personnel, programs, services, facilities, budgeted dollars, social capital), awareness is heightened of their value and potential for playing a major role in helping students engage and re-engage in learning at school.
- Analyses also lead to sophisticated recommendations for deploying and redeploying resources to improve programs, enhance cost-effectiveness, and fill programmatic gaps in keeping with well-conceived priorities.
- The products of mapping activities can be invaluable for "social marketing" efforts designed to show teachers, parents, and other community stakeholders all that the school is doing to address barriers to learning and promote healthy development

Enhanced appreciation of the importance of resource mapping and management may lead to a desire to accomplish the work quickly. Generally speaking, it is not feasible to do so because mapping usually is best done in stages and requires constant updating. Thus, most schools will find it convenient to do the easiest forms of mapping first and, then, build the capacity to do in-depth mapping over a period of months. Similarly, initial analyses and management of resources will focus mostly on enhancing understanding of what exists and coordination of resource use. Over time, the focus is on spread-sheet type analyses, priority recommendations, and braiding resources to enhance cost-effectiveness, and fill programmatic gaps.

See the outline on the next page,From: *Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change.* (a TA packet available from the Center for Mental Health in Schools – downloadable at no cost from http://smhp.psych.ucla.edu)

About Resource Mapping and Management (cont.)

A. Why mapping resources is so important.

- To function well, every system has to fully understand and manage its resources. Mapping is a first step toward enhancing essential understanding, and done properly, it is a major intervention in the process of moving forward with enhancing systemic effectiveness.

B. Why mapping both school *and* community resources is so important.

- Schools and communities share
  - goals and problems with respect to children, youth, and families
  - the need to develop cost-effective systems, programs, and services to meet the goals and address the problems.
  - accountability pressures related to improving outcomes
  - the opportunity to improve effectiveness by coordinating and eventually integrating resources to develop a full continuum of systemic interventions

C. What are resources?

- Programs, services, real estate, equipment, money, social capital, leadership, infrastructure mechanisms, and more

D. What do we mean by mapping and who does it?

- A representative group of informed stakeholder is asked to undertake the process of identifying
  - what currently is available to achieve goals and address problems
  - what else is needed to achieve goals and address problems

E. What does this process lead to?

- Analyses to clarify gaps and recommend priorities for filling gaps related to programs and services and deploying, redeploying, and enhancing resources
- Identifying needs for making infrastructure and systemic improvements and changes
- Clarifying opportunities for achieving important functions by forming and enhancing collaborative arrangements
- Social Marketing

F. How to do resource mapping

- Do it in stages (start simple and build over time)
  - a first step is to clarify people/agencies who carry out relevant roles/functions
  - next clarify specific programs, activities, services (including info on how many students/families can be accommodated)
  - identify the dollars and other related resources (e.g., facilities, equipment) that are being expended from various sources
  - collate the various policies that are relevant to the endeavor
- At each stage, establish a computer file and in the later stages create spreadsheet formats
- Use available tools (see examples in this packet)

G. Use benchmarks to guide progress related to resource mapping

From: *Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change.* (a TA packet available from the Center for Mental Health in Schools – downloadable at no cost from http://smhp.psych.ucla.edu)

Family-Community-School Collaboration: Self-Study Surveys

Formal efforts to create collaboratives to strengthen youngsters, families, schools, and neighborhoods, involve building formal relationships to connect resources involved in preK-12 schooling and resources in the community (including formal and informal organizations such as the family/home, agencies involved in providing health and human services, religion, policing, justice, economic development; fostering youth development, recreation, and enrichment; as well as businesses, unions, governance bodies, and institutions of higher education).

As you work toward enhancing such collaborations, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*
- *how the resources are organized to work together*
- *what procedures are in place for enhancing resource usefulness*

The following self-study surveys are used by stakeholders to map and analyze the current status of their efforts with a view to enhancing their work.

This type of self-study is best done by teams. For example, a group of stakeholders could use the items to discuss how well specific processes and programs are functioning and what's not being done. Members of the team initially might work separately in filling out the items, but the real payoff comes from discussing them as a group. Such instruments also can be used as a form of program quality review.

In analyzing, the status of their collaboration, the group may decide that some existing activity is not a high priority and that the resources should be redeployed to help establish more important programs. Other activity may be seen as needing to be embellished so that it is effective. Finally, decisions may be made regarding new desired activities, and since not everything can be added at once, priorities and timelines can be established.

>Overview of Areas for Collaboration

Indicate the status of collaboration with respect to each of the following areas.

Please indicate all items that apply	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Improving the School **(name of school(s): ________________________)**				
1. the instructional component of schooling	___	___	___	___
2. the governance and management of schooling	___	___	___	___
3. financial support for schooling	___	___	___	___
4. school-based programs and services to address barriers to learning	___	___	___	___
B. Improving the Neighborhood **(through enhancing linkages with the school, including use of school facilities and resources)**				
1. youth development programs	___	___	___	___
2. youth and family recreation and enrichment opportunities	___	___	___	___
3. physical health services	___	___	___	___
4. mental health services	___	___	___	___
5. programs to address psychosocial problems	___	___	___	___
6. basic living needs services	___	___	___	___
7. work/career programs	___	___	___	___
8. social services	___	___	___	___
9. crime and juvenile justice programs	___	___	___	___
10. legal assistance	___	___	___	___
11. support for development of neighborhood organizations	___	___	___	___
12. economic development programs	___	___	___	___

>Overview of System Status for Enhancing Collaboration

Items 1-7 ask about what processes are in place.
Use the following ratings in responding to these items.

DK = don't know
1 = not yet
2 = planned
3 = just recently initiated
4 = has been functional for a while
5 = well institutionalized (well established with a commitment to maintenance)

1. Is there a stated policy for enhancing family-school-community partnerships (e.g., from the school, community agencies, government bodies)? DK 1 2 3 4 5

2. Is there a designated leader or leaders for enhancing family-school-community partnerships? DK 1 2 3 4 5

3. With respect to each entity involved in the family-school-community partnerships have specific persons been designated as representatives to meet with each other? DK 1 2 3 4 5

4. Do personnel involved in enhancing family-school-community partnerships meet regularly as a team to evaluate current status and plan next steps? DK 1 2 3 4 5

5. Is there a written plan for capacity building related to enhancing the family-school-community partnerships? DK 1 2 3 4 5

6. Are there written descriptions available to give all stakeholders regarding current family-school-community partnerships DK 1 2 3 4 5

7. Are there effective processes by which stakeholders learn

   (a) what is available in the way of programs/services? DK 1 2 3 4 5

   (b) how to access programs/services they need? DK 1 2 3 4 5

>Overview of System Status for Enhancing Collaboration (cont.)

Items 8- 9 ask about effectiveness of existing processes.
Use the following ratings in responding to these items.

DK = don't know
1 = hardly ever effective
2 = effective about 25 % of the time
3 = effective about half the time
4 = effective about 75% of the time
5 = almost always effective

8. In general, how effective are your local efforts to enhance Family-school-community partnerships? DK 1 2 3 4 5

9. With respect to enhancing family-school-community partnerships, how effective are each of the following:

(a) current policy DK 1 2 3 4 5

(b) designated leadership DK 1 2 3 4 5

(c) designated representatives DK 1 2 3 4 5

(d) team monitoring and planning of next steps DK 1 2 3 4 5

(e) capacity building efforts DK 1 2 3 4 5

List Current Collaborative Participants

For improving the school

For improving the neighborhood
(though enhancing links with the school,
including use of school facilities and resources)

>Collaboration to Strengthen the School

Indicate the status of partnerships between a given school or complex of schools and community stakeholders with respect to each of the following:

Please indicate all items that apply **(name of school(s): ________________________________)**	**Yes**	**Yes but more of this is needed**	**No**	**If no, is this something you want?**
Partnerships to improve				
1. the instructional component of schooling				
a. kindergarten readiness programs	___	___	___	___
b. tutoring	___	___	___	___
c. mentoring	___	___	___	___
d. school reform initiatives	___	___	___	___
e. homework hotlines	___	___	___	___
f. media/technology	___	___	___	___
g. career academy programs	___	___	___	___
h. adult education, ESL, literacy, citizenship classes	___	___	___	___
i. other ____________________________	___	___	___	___
2. the governance and management of schooling				
a. PTA/PTSA	___	___	___	___
b. shared leadership	___	___	___	___
c. advisory bodies	___	___	___	___
d. other ____________________________	___	___	___	___
3. financial support for schooling				
a. adopt-a-school	___	___	___	___
b. grant programs and funded projects	___	___	___	___
c. donations/fund raising	___	___	___	___
d. other ____________________________	___	___	___	___
4. school-based programs and services to address barriers to learning				
a. student and family assistance programs/services	___	___	___	___
b. transition programs	___	___	___	___
c. crisis response and prevention programs	___	___	___	___
d. home involvement programs	___	___	___	___
e. pre and inservice staff development programs	___	___	___	___
f. other ____________________________	___	___	___	___

>Collaboration to Strengthen the Neighborhood

Indicate the status of partnerships between a given school or complex of schools and community with respect to each of the following:

Please indicate all items that apply	**Yes**	**Yes but more of this is needed**	**No**	**If no, is this something you want?**
(name of school(s): ________________________________)				
Partnerships to improve				
1. youth development programs				
a. home visitation programs	___	___	___	___
b. parent education	___	___	___	___
c. infant and toddler programs	___	___	___	___
d. child care/children's centers/preschool programs	___	___	___	___
e. community service programs	___	___	___	___
f. public health and safety programs	___	___	___	___
g. leadership development programs	___	___	___	___
h. other ________________________	___	___	___	___
2. youth and family recreation and enrichment opportunities				
a. art/music/cultural programs	___	___	___	___
b. parks' programs	___	___	___	___
c. youth clubs	___	___	___	___
d. scouts	___	___	___	___
e. youth sports leagues	___	___	___	___
f. community centers	___	___	___	___
g. library programs	___	___	___	___
h. faith community's activities	___	___	___	___
i. camping programs	___	___	___	___
j. other ________________________	___	___	___	___
3. physical health services				
a. school-based/linked clinics for primary care	___	___	___	___
b. immunization clinics	___	___	___	___
c. communicable disease control programs	___	___	___	___
d. EPSDT programs	___	___	___	___
e. pro bono/volunteer programs	___	___	___	___
f. AIDS/HIV programs	___	___	___	___
g. asthma programs	___	___	___	___
h. pregnant and parenting minors programs	___	___	___	___
i. dental services	___	___	___	___
j. vision and hearing services	___	___	___	___
k. referral facilitation	___	___	___	___
l. emergency care	___	___	___	___
m. other________________________	___	___	___	___
4. mental health services				
a. school-based/linked clinics w/ mental health component	___	___	___	___
b. EPSDT mental health focus	___	___	___	___
c. pro bono/volunteer programs	___	___	___	___
d. referral facilitation	___	___	___	___
e. counseling	___	___	___	___
f. crisis hotlines	___	___	___	___
g. other________________________	___	___	___	___

5. programs to address psychosocial problems

a. conflict mediation/resolution	___	___	___	___
b. substance abuse	___	___	___	___
c. community/school safe havens	___	___	___	___
d. safe passages	___	___	___	___
e. youth violence prevention	___	___	___	___
f. gang alternatives	___	___	___	___
g. pregnancy prevention and counseling	___	___	___	___
h. case management of programs for high risk youth	___	___	___	___
i. child abuse and domestic violence programs	___	___	___	___
j. other ______________________________	___	___	___	___

6. basic living needs services

a. food	___	___	___	___
b. clothing	___	___	___	___
c. housing	___	___	___	___
d. transportation assistance	___	___	___	___
e. other ______________________________	___	___	___	___

7. work/career programs

a. job mentoring	___	___	___	___
b. job programs and employment opportunities	___	___	___	___
c. other ______________________________	___	___	___	___

8. social services

a. school-based/linked family resource centers	___	___	___	___
b. integrated services initiatives	___	___	___	___
c. budgeting/financial management counseling	___	___	___	___
d. family preservation and support	___	___	___	___
e. foster care school transition programs	___	___	___	___
f. case management	___	___	___	___
g. immigration and cultural transition assistance	___	___	___	___
h. language translation	___	___	___	___
i. other ______________________________	___	___	___	___

9. crime and juvenile justice programs

a. camp returnee programs	___	___	___	___
b. children's court liaison	___	___	___	___
c. truancy mediation	___	___	___	___
d. juvenile diversion programs with school	___	___	___	___
e. probation services at school	___	___	___	___
f. police protection programs	___	___	___	___
g. other ______________________________	___	___	___	___

10. legal assistance

a. legal aide programs	___	___	___	___
b. other ______________________________	___	___	___	___

11. support for development of neighborhood organizations

a. neighborhood protective associations	___	___	___	___
b. emergency response planning and implementation	___	___	___	___
c. neighborhood coalitions and advocacy groups	___	___	___	___
d. volunteer services	___	___	___	___
e. welcoming clubs	___	___	___	___
f. social support networks	___	___	___	___
g. other ______________________________	___	___	___	___

12. economic development programs

a. empowerment zones.	___	___	___	___
b. urban village programs	___	___	___	___
c. other ______________________________	___	___	___	___

II. Using Data and Sharing Information

A. Using Data for Planning, Implementation, & Evaluation

B. Examples of How Data are Being Used

C. Legal Issues Involved in Sharing Info

Using Data for Planning, Implementation, & Evaluation

All collaboratives need data to enhance the quality of their efforts and to monitor their outcomes in ways that promote appropriate accountability. While new collaboratives often do not have the resources for extensive data gathering, sound planning and implementation requires that some information be amassed and analyzed. And, in the process, data can be collected that will provide a base for a subsequent evaluation of impact. All decisions about which data are needed should reflect clarity about how the data will be used.

Whatever a collaborative's stated vision (e.g., violence prevention), the initial data to guide planning are those required for making a "gap" analysis. Of concern here is the gap between what is envisioned for the future and what exists currently. Doing a gap analysis requires understanding

- the nature of the problem(s) to be addressed (e.g., a "needs" assessment and analysis, including incidence reports from schools, community agencies, demographic statistics)
- available resources/assets (e.g., "assets" mapping and analysis; school and community profiles, finances, policies, programs, facilities, social capital)
- challenges and barriers to achieving the collaborative's vision.

Planners must understand the environment in which they work and acknowledge the chaos that is present
W. Sybouts

The data for doing a gap analysis may already have been gathered and accessible by reviewing existing documents and records (e.g., previous needs assessments, resource directories, budget information, census data, school, police, hospital, and other organization's reports, grant proposals). Where additional data are needed, they may be gathered using procedures such as checklists, surveys, semi-structured interviews, focus group discussions, and observations.

In connection with planning and implementation, it is important to establish a set of benchmarks and related monitoring procedures. An example of such a set of benchmarks is offered in the previous section on aids and tools.

(cont.)

As soon as feasible, the collaborative should gather data on its impact and factors that need to be addressed to enhance impact. The focus should be on all arenas of impact – youngsters, families, schools, and neighborhoods (people, programs, and systems). The first emphasis should be on direct indicators related to the collaborative's goals and objectives. For example, if the primary focus is on violence reduction, then violence indicators are of greatest interest (e.g., incidence reports from schools, police, emergency rooms). The needs assessment data gathered initially provide a base level for comparison. In addition, if any positive changes in the schools, neighborhood, and homes have contributed to a reduction in violence, data should be gathered on these and on the role of the collaborative in bringing about the changes (see Exhibit on the next page).

Effective use of data maximizes use of resources

In planning the evaluation, it is essential to clarify what information is most relevant. This involves specifying intended outcomes and possible unintended outcomes. It also involves plans for assessing how well processes have been implemented and where improvements are needed.

Obviously, a well-designed information management system can be a major aid (e.g., storing and providing data on identified needs and current status of individuals and resources). As schools and agencies in the community enhance their systems, the collaborative should participate in the discussions so that helpful data are included and properly safeguarded. In this respect, advanced technology can play a major role (e.g., a computerized and appropriately networked information management system). Moreover, such systems should be designed to ensure data can be disaggregated during analysis to allow for appropriate baseline and subgroup comparisons (e.g., to make differentiations with respect to demographics, initial levels of motivation and development, and type, severity, and pervasiveness of problems).

Exhibit

Other Indicators of Impact

Students

Increased knowledge, skills, & attitudes to enhance

- acceptance of responsibility (including attending, following directions & agreed upon rules/laws)
- self-esteem & integrity
- social & working relationships
- self-evaluation & self-direction/regulation
- physical functioning
- health maintenance
- safe behavior

Reduced barriers to school attendance and functioning by addressing problems related to

- health
- lack of adequate clothing
- dysfunctional families
- lack of home support for student improvement
- physical/sexual abuse
- substance abuse
- gang involvement
- pregnant/parenting minors
- dropouts
- need for compensatory learning strategies

Families & Communities

Increased social and emotional support for families

Increased family access to special assistance

Increased family ability to reduce child risk factors that can be barriers to learning

Increased bilingual ability and literacy of parents

Increased family ability to support schooling

Increased positive attitudes about schooling

Increased home (family/parent) participation at school
Enhance positive attitudes toward school and community

Increased community participation in school activities

Increased perception of the school as a hub of community activities

Increased partnerships designed to enhance education & service availability in community

Enhanced coordination & collaboration between community agencies and school programs & services

Enhanced focus on agency outreach to meet family needs

Increased psychological sense of community

Programs & Systems

Enhanced processes by which staff and families learn about available programs and services and how to access those they need

Increased coordination among services and programs

Increases in the degree to which staff work collaboratively and programmatically

Increased services/programs at school site

Increased amounts of school and community collaboration

Increases in quality of services and programs because of improved systems for requesting, accessing, and managing assistance for students and families (including overcoming inappropriate barriers to confidentiality)

Establishment of a long-term financial base

Using Data for Social Marketing

Social marketing is an important tool for fostering a critical mass of stakeholder support for efforts to change programs and systems. Particularly important to effective marketing of change is the inclusion of the evidence base for moving in new directions. All data on the collaborative's positive impact needs to be packaged and widely shared as soon as it is available. Social marketing draws on concepts developed for commercial marketing. But in the context of school and community change, we are not talking about selling products. We are trying to build a consensus for ideas and new approaches that can strengthen youngsters, families, and neighborhoods. Thus, we need to reframe the concept to fit our aim, which is to influence action by key stakeholders.

- To achieve this aim, essential information must be communicated to key stakeholders and strategies must be used to help them understand that the benefits of change will outweigh the costs and are more worthwhile than competing directions for change.
- The strategies used must be personalized and accessible to the subgroups of stakeholders (e.g., must be "enticing," emphasize that costs are reasonable, and engage them in processes that build consensus and commitment).

From a teaching and learning perspective, the initial phases of social marketing are concerned with creating readiness for change. Substantive change is most likely when high levels of positive energy among stakeholders can be mobilized and appropriately directed over extended periods of time. That is, one of the first concerns related to systemic change is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. This calls for proceeding in ways that establish and maintain an effective match with the motivation and capabilities of involved parties.

Because stakeholders and systems are continuously changing, social marketing is an ongoing process.

One caution: Beware of thinking of social marketing as just an event. It is tempting to plan a "big day" to bring people together to inform, share, involve, and celebrate. This can be a good thing if it is planned as one facet of a carefully thought ought strategic plan. It can be counterproductive if it is a one-shot activity that drains resources and energy and leads to a belief that "We did our social marketing."

Examples of How Data are Being Used

Because of the pressure on schools to improve student achievement, there are continuous calls for collaboratives to demonstrate they can help schools meet their accountabilities. A 2002 synthesis of the literature by Anne Hendersen and Karen Mapp represents one effort to make the case. On the following pages are a few examples taken from that synthesis which is entitled: *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.**

*Published by the National Center for Family and Community Connections with Schools Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701-3281 – Phone: 800.476.6861, Fax: 512.476.2286, Web: www.sedl.org/connections/ Email: connections@sedl.org

Example 1. Newman, Lynn (1995) ED385950 – *School-Agency-Community Partnerships: What Is the Early Impact on Student School Performance?* Menlo Park, CA: SRI International

Summary: This is a preliminary evaluation report on 40 Healthy Start Programs in California. These programs offer health, education, and social services to needy families. It found that even after a short time in the program, about one semester, students showed gains in behavior (as rated by teachers) and grades. Students who were struggling make the greatest gains.

The California Healthy Start program is an attempt to reform a fragmented system of education, health, and social services for families. It aims to create a new delivery system of agencies and community organizations that work together to develop a wide range of high-quality services that support and strengthen families.

This paper reports on an evaluation of 40 Healthy Start grantees in California. The population studied was a core group of students served by the programs. The authors identified four different Healthy Start program models:

1. School-site family resource centers, where families can come for a variety of services.
2. Satellite family service centers, serving more than one school and not based at a school.
3. Family service coordination teams, working directly with families.
4. Youth service programs, based mostly at schools, but aimed at teenagers.

The author then examined which model had the most impact on student outcomes. Out of a sample of 675 students, about 270 had complete records showing outcomes before and after Healthy Start services began. The before-Healthy Start time period was about one year. The after-Healthy Start period was short, just under one semester. Measures of student achievement were: grades, attendance, and teacher ratings of behavior (including conduct and study skills). The authors also examined student characteristics (income, language) to determine if the impacts varied for different groups of students.

Findings

Students in Healthy Start made some modest but significant gains:

- Overall, students' behavior ratings improved only slightly. Students with the poorest behavior before Healthy Start made significant improvements, however.
- Grades showed marginal but significant improvement. The strongest gains were made by students with the lowest grades before Healthy Start.
- Elementary students showed more improvement in grades than older students. Boys made larger gains than girls. No significant differences were found between different ethnic groups.
- No significant differences in school attendance were found for the short period measured.

When results were broken down by program type, only students served by the family service coordination teams showed significant increases in grades. These team-based programs involved school staff and teachers more heavily than the other programs. They were also more focused on students. Students in programs with a stated goal of improving educational outcomes had greater gains than those that didn't have such a focus.

Conclusions

"The pattern of data suggests that educationally oriented services may contribute to small gains in school performance even after relatively short participation in those services" (p. 22). Because students from families with the greatest need were less likely to experience gains before Healthy Start, this program can also help eliminate barriers to learning. The evaluation will continue for two more years.

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Example 2. Sanders, Mavis. G., and Harvey, Adia (2000). *Developing Comprehensive Programs of School, Family, and Community Partnerships: The Community Perspective.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA

Summary: This case study describes how one urban elementary school was able to develop strong connections with community organizations. The school consistently outperformed other schools in the district on the state standards-based exam. Factors that were found to contribute to successful community partnerships included the school's commitment to learning, the principal's support and vision, and the school's willingness to engage with potential partners. The case-study school, its district, and the state are all members of the National Network of Partnership Schools (NNPS). The NNPS provides "theory-driven and research-based assistance, support, and training to school, districts, and states that are committed to building permanent school, family, and community partnership programs" (p. 7). NNPS schools convene an Action Team for Partnership (ATP) and use Epstein's framework of six types of involvement (parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community) to develop partnership programs to promote student success.

Although the school has, since 1995, consistently achieved higher composite scores on the state's standards-based exam than other schools in the district, only 50 percent of its students meet the state's satisfactory standard of 70 percent. Changes in student achievement were not measured. Semistructured interviews were conducted with

- Ten of the school's community partners. The partners represented businesses, senior citizen organizations, churches, educational institutions, private foundations, and health care institutions.
- The school principal, assistant principal, and the co-chairs of the schools Action Team for Partnership (ATP): a kindergarten teacher and a third-grade teacher.
- Three randomly selected parents, one each with a child in the third, fourth, and fifth grades.

Focus group interviews were conducted with nine randomly selected students, three each from the third, fourth, and fifth grades. Data were also collected from field observations. Researchers conducted a qualitative data analysis to identify key themes and processes.

Findings

The study identified four types of partnership activities that were student centered, family centered, school centered, and community centered. Partnership activities were primarily student and school focused, although the school hoped to expand both its partners and the kinds of programs and activities they supported.

Researchers found four factors that contributed to successful partnerships: (1) the school's commitment to learning, (2) the principal's support and vision for community involvement, (3) the school's receptivity and openness to community involvement, and (4) the school's willingness to engage in two-way communication with potential partners about their level and kind of involvement. In addition, the principal was aided in prioritizing partnership development by the district's support of the school's partnership efforts, through its provision of ongoing professional development and evaluation of principals on how well they reach out to parents and the larger community.

The school under study had maintained multiple community connections over the course of three years. During the period of the study, the case school had 10 documented community partners that increased resources for the school and its students. For example, community partners sponsored such events as family fun and learning nights and quarterly awards breakfasts for student academic recognition, provided volunteers, donated books and computers, and provided classroom libraries and incentives as part of a reading program.

Conclusions

The importance of dialogue ("two-way communication") and respect ("receptivity and openness") in creating partnership were emphasized in this school, as well as the leadership of both the principal ("support and vision") and the district in prioritizing support for community involvement. The school also participates in a national partnership network. However, the model that is described is predominantly service oriented and school centered. It does not encompass public-engagement principles or models of community engagement with schools. Nevertheless, the study identifies the factors that support several types of school-community partnerships in one urban elementary school.

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Example 3. Scribner, Jay D., Young, Michelle D., and Pedroza, Anna (1999).Building Collaborative Relationships with Parents. In Reyes, P., J. D. Scribner, & A. Paredes-Scribner (Eds.), *Lessons from High-Performing Hispanic Schools: Creating Learning Communities*. New York: Teachers College Press, 36–60

Summary: In this chapter, part of a larger qualitative study, the authors report their findings about parent involvement in high-performing Hispanic schools along the Texas-Mexico border. They use data based on case studies of three elementary, three middle, and two high schools, which they describe as "communities of learners." The authors discuss the formal and informal activities that parents participate in, the collaborative relationships that parents and school staff create, and how the school staff established a "people-oriented, professional atmosphere."

The study looks at eight schools along the Texas-Mexico border in which Hispanic students achieve beyond state averages. Although the book's title leads the reader to expect lessons that can be applied to other schools (in the hope of improving students' performance), the authors explicitly advise caution in using the "best practices" they describe. Because each school is unique, they explain, the strategies that are discussed in the chapter are meant to be guidelines only.

Demographically, 95 percent of the students in the schools are Hispanic, 70 percent are from low economic backgrounds, 10 percent are recent immigrants, and 20 percent are migrants. All the students are either bilingual or "limited English proficient."

Findings

The majority of school staff agreed that both the school and children were well served by parent involvement, which they viewed mainly as participation in activities and events at the school. Parents were less focused on being available as volunteers and fund-raisers for the school. Their primary concern was to assist their children to be successful academically and socially and to strengthen the home-school relationship. In this study, school staff and parents collaborated in ways that focused on the children's total well-being and development and benefited the adults in both the home and school domains.

School staff used a combination of strategies to build collaborative relationships with parents that included learning about and building on Hispanic cultural values, stressing personal contact with parents through telephone calls and home visits, fostering communication, and creating a warm and welcoming environment. In addition, structures such as parent centers, teams of teachers who were responsible for a defined group of students, and parent advisory committees made it easier for parents to be involved. The skills and connections that workshops, adult education classes, and other parent programs provided were beneficial to parents in both their personal growth and their ability to communicate with school people. At the elementary level, the emphasis was on building trust between parents and teachers. In the secondary schools, parents were involved less directly but helped create a supportive environment for their adolescents through working with parent specialists and nonteaching staff, networking with other parents, and attending their children's performances, athletic games, and awards ceremonies.

Conclusions

In these "collaborative" schools, parents and school staff "join together to serve the needs of all children, unencumbered by role differentiation. These are places that are neither top-down nor bottom-up; they are places where power is shared" (pp. 40–41). Parents and school staff value different aspects of collaboration, yet the differences are largely complementary. The study suggests that when schools build collaborative relationships, the best practices create an environment and structures in the school that are inviting to parents and that foster communication in ways that are personal and show cultural understanding. Since such practices were common in the high-performing Hispanic schools in the study, we can only assume that they were not as present in schools that were less effective.

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A different type of example of comes from research on the effectiveness of interprofessional collaborations. Walsh, Brabeck, and Howard (1999), report the following in a paper entitled "Interprofessional collaboration in children's services: Toward a theoretical framework" (*Children's Services: Social Policy, Research, and Practice, 2*, 183-208).

> The empirical evidence for the effectiveness of interprofessional collaborations is just now beginning to emerge (Corrigan, 1996). The limited data point to positive outcomes for interventions that are based on the practice of collborating across disciplines (see Chalfant &Pysh, 1989; Dolan, 1995; Ellis, 1984; Fuchs & Fuchs, 1989; Golan & Williamson, 1994; Lawson & Briar-Lawson, 1997; Sindelar, Griffin, Smith, & Wantanabe, 1992; Wang, Haertel & Walberg, 1995). These findings are particularly evident in school settings. To date, education has been the context for a significant number of the interprfessional collborations efforts, often termed *integrated services* (Illback, 1994). Wang et. al reviewed and synthesized a number of existing evaluations of interprofessional, collaborative programs. Their summary included data from 44 sources of collaborative school-linked services. Of the six programs in the intergrated services category, 95% reported positive effects on student's achievement tests, grades, dropout rates, and attendance. The authors were quick to note, however, that because only evaluations with positive results were likely to be published, any conclusions regarding level of effectiveness may have been erroneously inflated.
>
> Bearing in mind the possible inflation of effectiveness, results of individual studies are worth reviewing. Golan and Williamson (1994) examined the involvement of teachers in school-linked service efforts in California. They found that involvement by teachers in these efforts resulted in increases in the following areas: contact with parents and agency professionals, the feeling that they could successfully help students, and the understanding of and appreciation for the program services. Similarly, a series of studies examining the effects of collaborations across professions in schools (Chalfant & Pysh, 1989; Fuchs & Fuchs, 1989; Sindelar et al., 1992) found that student-support and teacher-assistant teams helped to improve student academic performance through an increased ability to thoroughly understand student difficulties and generate creative, appropriate interventions, assisted teachers in mainstreaming students who were receiving "pull out" services, and helped reduce the number of inappropriate referrals to special education.

II. C

Legal Issues Involved in Sharing Info

Confidentiality is a major concern in collaboratives involving various community agencies and schools. It is both an ethical and a legal concern. All stakeholders must value privacy concerns and be aware of legal requirements to protect privacy. (See the Fact Sheet on the Family Educational Rights and Privacy Act on the next page.) At the same time, certain professionals have the legal responsibility to report endangering and illegal acts. Such reporting requirements naturally raise concerns about confidentiality and privacy protections.

Clearly, there is a dilemma. On the one hand, care must be taken to avoid undermining privacy (e.g., confidentiality and privileged communication); on the other hand, appropriate information should be available to enable schools and agencies and other collaborative members to work together effectively. It is tempting to resolve the dilemma by reasserting that all information should be confidential and privileged. Such a position, however, ignores the fact that failure to share germane information can seriously hamper efforts to help. For this reason, concerns about privacy must be balanced with a focus on how to facilitate appropriate sharing of information.

Responsible professionals want to avoid both surrendering the confidentiality surrounding their relationships and overreacting to necessary limitations on confidences

In trying to combat encroachments on privileged communication, interveners' recognize that the assurance of confidentiality and legal privilege are meant to protect privacy and help establish an atmosphere of safety and trust. At the same time, it is important to remember that such assurances are not meant to encourage anyone to avoid sharing important information with significant others. Such sharing often is essential to helping and to personal growth. (It is by learning how to communicate with others about private and personal matters that those being helped can increase their sense of competence, personal control, and interpersonal relatedness, as well as their motivation and ability to solve problems.)

In working with minors and their families it is important to establish the type or working relationship where they learn to take the lead in sharing information when appropriate. This involves enhancing their motivation for sharing and empowering them to share information when it can help solve problems. In addition, steps are taken to minimize the negative consequences of divulging confidences.

In working as a collaborative, it is essential for agencies and schools to share information: see example of authorization form on the last page of this section.

A Guide to the Family Educational Rights and Privacy Act

[By Michael Medaris, Program Manager, OJJDP's Missing and Exploited Children's Program]

For many children, growing up in America isn't easy. Some are abused or neglected. Others lack proper nutrition or positive role models to emulate. Many live in impoverished neighborhoods that are rife with drugs and violent crime. Children are confronted daily with negative influences that jeopardize their opportunity to grow into healthy and productive citizens. The threats to children vary widely and no one agency has the expertise to effectively respond to all of them.

Growing concerns regarding delinquency, particularly violent juvenile crime, have prompted communities across America to reassess their juvenile justice systems. Many communities are broadening their juvenile justice system by including educators in the development of multiagency, interdisciplinary responses to at-risk and delinquent youth as part of this effort.

To implement comprehensive strategies for addressing juvenile delinquency, state and local agencies need the cooperation of schools in sharing information about students. Teachers can play a vital role in ensuring the delivery of needed interventions for troubled youth at the time such action is likely to be effective. While state laws generally govern the disclosure of information from juvenile court records, a federal law – the Family Educational Rights and Privacy Act (FERPA)—restricts disclosure of information from a student's education records. Enacted in 1974 and amended seven times since then, FERPA protects the privacy interests of parents and students by restricting the unwarranted disclosure of personally identifiable information from education records. Noncompliance with FERPA can result in the loss of federal education funds.

FERPA broadly defines an education record to include all records, files, documents, and other materials, such as films, tapes, or photographs, containing information directly related to a student that an education agency maintains. School officials should consider any personal student information to be an education record unless a statutory exception applies.

In 1994, the Improving America's Schools Act established what is known as the state law juvenile justice system exception. With that legislation, Congress recognized that schools can have a crucial role in extended juvenile justice systems by authorizing states to enact legislation permitting disclosure of education records under certain circumstances. Under this exception, educators may disclose information from a student's record when all of the following conditions are met: (1) State law specifically authorizes the disclosure; (2) the disclosure is to a state or local juvenile justice system agency; (3) the disclosure relates to the juvenile justice system's ability to provide preadjudication services to a student; and (4) state or local officials certify in writing that the institution or individual receiving the information has agreed not to disclose it to a third party other than another juvenile justice system agency.

With parental consent, educators can disclose information from a juvenile's education record at any time. Absent parental consent, FERPA authorizes disclosure only under specified circumstances. The chart on the back of this fact sheet provides a handy summary of situations in which disclosure can be made.

For Further Information

A more indepth look at FERPA and its impact on information sharing can be found in *Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs.* This 1997 document is the result of collaboration between the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the U.S. Department of Education's Family Policy Compliance Office (FPCO). Free copies of the *Guide* are available from the Juvenile Justice Clearinghouse (JJC) at 1-800-638-8736 or OJJDP's Web page at www.ncjrs.org/ojjhome.htm. *Information Sharing and the Family Educational Rights and Privacy Act* (FS-9639), an OJJDP Fact Sheet, is also available from JJC and OJJDP's Web page.

Sample Form (English Version)

LONGFELLOW ELEMENTARY SCHOOL
3610 Eucalyptus Avenue
Riverside, California 92507
Interagency Project SMART Program
Authorization to Release Information

We have many services here at Longfellow to help you and your family. To receive this help and to make sure that you get all the help you and your family needs we may need to share information. I,__________________________hereby authorize release of all records, documents and information on my son, my daughter, and/or my family which is or may come on file with the agencies here at Longfellow Elementary School/Project SMART.

The following agencies may or will provide the services:

- The Youth Service Center
- Mental Health Counselor
- Public Health Nurses
- Public Health Van
- Social Worker
- Psychologist
- State Evaluator
- GAIN Worker
- AFDC Eligibility Technicianr
- MediCal Technician
- Day Care
- The Family Advocate
- School personnel

I understand that the following information may be released to the above stated providers:

1. The full name and other identifying information regarding my child and our family.
2. Recommendations to other providers for further assistance.
3. Diagnostic and assessment information including psychological and psychiatric evaluations, medical histories, educational and social histories. These evaluations may include some or all family members.

The purpose of this disclosure shall be to facilitate service delivery to my child(ren) and my family. I further understand that the information generated or obtained by the project can be shared with the agencies or providers that are a part of this project.

I also understand that this Authorization for Release of Information will be in effect for the duration of services provided to my child(ren) and my family and will expire upon the termination of the services. I understand I can revoke this consent at any time and this consent shall be reviewed annually.

I certify that I have read and understood the consent of this form.

_____Yes, I agree to sign. **_____No, I do not agree to consent.**

Please list all children attending Longfellow School.

Parent or Guardian Name (Please Print) ______________________

Parent or Guardian Signature ______________________

Student's Name ______________________ **Room #** ________

Authorized Project SMART Staff ______________________

Students Name ______________________ **Room #** ________

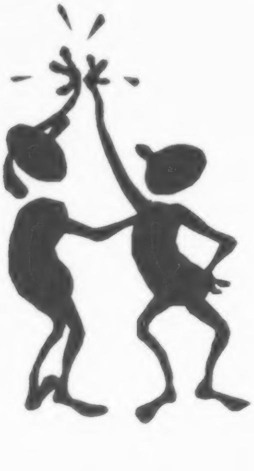
Date ______________________

Student's Name ______________________ **Room #** ________

III. Sustaining Collaboration and Enhancing Funding

A. Sustainability Conceived as a Set of Logical Stages and Steps

B. Funding



Sustainability Conceived as a Set of Logical Steps

A dictionary definition indicates that *to sustain* is

to keep in existence; to maintain;

to nurture; to keep from failing; to endure

Another way to view sustainability is in terms of institutionalizing system changes. As Robert Kramer states:

> Institutionalization is the active process of establishing your initiative – not merely continuing your program, but developing relationships, practices, and procedures that become a lasting part of the community.

Few will argue with the notion that something of value should be sustained if it is feasible to do so. Thus, the keys to sustainability are clarifying value and demonstrating feasibility. Both these matters are touched upon on the following pages.

Note:

While skills and tools are a key aspect of sustaining school-community partnerships, underlying the application of any set of procedures is motivation.

Motivation for sustaining school-community partnerships comes from the desire to achieve better outcomes for all children & youth.

It come from hope and optimism about a vision for what is possible for all children and youth.

It comes from the realization that working together is essential in accomplishing the vision.

It comes from the realization that system changes are essential to working together effectively.

Maintaining motivation for working together comes from valuing each partner's assets and contributions.

When a broad range of stakeholders are motivated to work together to sustain progress, they come up with more innovative and effective strategies than any guidebook or toolkit can contain.

(cont.)

Although the phases of systemic change are rather self-evident, the intervention steps are less so. As a guide for those working on sustainability and system change, we have drawn on a range of models to delineate key steps related to the first two phases. Part II offers some specific tools and aids related to each step.

Below, we highlight 16 steps (organized into four "stages"). Remember, this formulation of stages and steps is designed to *guide* thinking about sustainability and systemic change . It is not meant as a rigid format for the work. More important than any set of steps is building a cadre of stakeholders who are motivationally ready and able to proceed. Thus, an overriding concern in pursuing each of these steps is to do so in ways that enhance stakeholders' readiness to make necessary systemic changes. A particularly persistent problem in this respect is the fact that stakeholders come and go. There are administrative and staff changes; some families and students leave; newcomers arrive; outreach brings in new participants. The constant challenge is to maintain the vision and commitment and to develop strategies to bring new stakeholders on board and up to speed. Addressing this problem requires recycling through capacity building activity in ways that promote the motivation and capability of new participants.

Stage 1: Preparing the Argument for Sustaining Valued Functions

The process begins by ensuring that advocates for sustaining a project's functions understand the "big picture" context in which such functions play a role . Of particular importance is awareness of prevailing and pending policies, institutional priorities, and their current status. All major sustainability efforts must be framed within the big picture context. Thus, the first four steps involve:

(1) Developing an understanding of the local "Big Picture" for addressing problems and promoting development (e.g., become clear about the school and community vision, mission statements, current policy, major agenda priorities, etc.)

(2) Developing an understanding of the *current status* of the local big picture agenda (e.g., priorities, progress toward goals)

(3) Clarifying the functions and accomplishments the project initiative has contributed to the big picture agenda and where the functions fit in terms of current policy and program priorities

(4) Clarifying what functions will be lost if the school(s) and community do not determine ways to sustain them

Stage 2: Mobilizing Interest, Consensus, and Support among Key Stakeholders

(5) Identifying champions for the functions and clarifying the mechanism(s) for bringing supporters together to work on sustainability

(6) Clarifying cost-effective strategies for sustaining functions
(e.g., focusing on how functions can be integrated with existing activity and supported with existing resources, how some existing resources can be redeployed to sustain the functions, how current efforts can be used to leverage new funds)

(cont.)

(7) Planning and implementing a "social marketing" strategy to mobilize a critical mass of stakeholder support

(8) Planning and implementing strategies to obtain the support of key policy makers, such as administrators, school boards, etc.

Stage 3: Clarifying Feasibility

The preceding steps all contribute to creating initial readiness for making decisions to sustain valued functions. Next steps encompass formulating plans that clarify specific ways the functions can become part of the ongoing big picture context. These include:

(9) Clarifying how the functions can be institutionalized through existing, modified, or new *infrastructure* and *operational* mechanisms
(e.g., for leadership, administration, capacity building, resource deployment, integration of efforts, etc.)

(10) Clarifying how necessary changes can be accomplished
(e.g., change mechanisms – steering change, external and internal change agents, underwriting for the change process)

(11) Formulating a longer-range strategic plan for maintaining momentum, progress, quality improvement, and creative renewal

By this point in the process, the following matters should have been clarified: (a) what valued functions could be lost, (b) why they should be saved, and (c) who can help champion a campaign for saving them. In addition, strong motivational readiness for the necessary systemic changes should have been established.

Stage 4: Proceeding with Specific Systemic Changes

At this juncture, the next steps to save threatened functions involve:

(12) Assessing readiness to proceed with specific systemic changes

(13) Establishing an infrastructure and action plan for carrying out the changes

(14) Anticipating barriers and how to handle them

(15) Negotiating initial agreements (e.g., memoranda of understanding)

(16) Maintaining high levels of commitment to accomplishing necessary systemic changes
(e.g., ensuring each task/objective is attainable; ensuring effective task facilitation and follow-through; negotiating long-term agreements/policy; celebrating each success; renewal)

Funding

The central principle of all good financial planning:

> A program's rationale should drive the search for financing.
> Financing may be the engine, but it should not be the driver.

Thus:

- Financial strategies should be designed to support the *best strategies* for achieving improved outcomes.
- Financial strategies that cannot be adapted to program ends should not be used.

Because it is unlikely that a single financing approach will serve to support an agenda for major system changes:

- Draw from the widest array of resources.
- Braid and blend funds.

Remember:

Financing is an art, not a science.

What are major financing strategies to address barriers to learning?

- Integrating: Making functions a part of existing activity—no new funds needed
- Redeploying: Taking existing funds away from less valued activity
- Leveraging: Clarifying how current investments can be used to attract additional funds
- Budgeting: Rethinking or enhancing current budget allocations

Where to look for financing sources/initiatives?

- All levels—local/state/federal
- Public and private grants/initiatives
- Education categorical programs (Safe and Drug Free Schools, Title I, Special Educ.)
- Health/Medicaid funding (including early periodic screening, diagnosis, and treatment)

(cont.)

Enhancing Financing

A basic funding principle is that no single source of or approach to financing is sufficient to underwrite major systemic changes.

Opportunities to Enhance Funding

- reforms that enable redeployment of existing funds away from redundant and/or ineffective programs
- reforms that allow flexible use of categorical funds (e.g., waivers, pooling of funds)
- health and human service reforms (e.g., related to Medicaid, TANF, S-CHIP) that open the door to leveraging new sources of MH funding
- accessing tobacco settlement revenue initiatives
- collaborating to combine resources in ways that enhance efficiency without a loss (and possibly with an increase) in effectiveness (e.g., interagency collaboration, public-private partnerships, blended funding)
- policies that allow for capturing and reinvesting funds saved through programs that appropriately reduce costs (e.g., as the result of fewer referrals for costly services)
- targeting gaps and leveraging collaboration (perhaps using a broker) to increase extramural support while avoiding pernicious funding
- developing mechanisms to enhance resources through use of trainees, work-study programs, and volunteers (including professionals offering pro bono assistance).

For More Information

The Internet provides ready access to info on funding and financing. See:

>*School Health Program Finance Project Database* –
http://www2.cdc.gov/nccdphp/shpfp/index.asp

>*School Health Finance Project of the National Conference of State Legislators* –
http://ncsl.org/programs/health/pp/schlfund.htm

>*Snapshot from SAMHSA* – http://www.samhsa.gov

>*The Catalog of Federal Domestic Assistance* – www.gsa.gov/

>*The Federal Register* – www.access.gpo.gov/GPOAccess

>*GrantsWeb* – http://www.research.sunysb.edu/research/kirby.html

>*The Foundation Center* – http://fdncenter.org

>*Surfin' for Funds* – guide to internet financing info http://smhp.psych.ucla.edu/

(cont.)

Regarding financing issues and strategies, see:

>*The Finance Project* – http://www.financeproject.org

>*Center for Study of Social Policy* – http://www.cssp.org

>*Center on Budget and Policy Priorities* – http:www.cbpp.org

>*Fiscal Policy Studies Institute* – www.resultsaccountability.com

To foster service coordination, there are several ways to use existing dollars provided to a district by the federal government. Title I of the *No Child Left Behind Act* has a provision for using up to five percent of what a district receives for purposes of fostering service coordination for students and families. A similar provision exists in the 1997 reauthorization of the Individuals with Disabilities Education Act. Other possible sources are Community MH Services block grant, funds related to after school programs, state-funded initiatives for school-linked services, etc.

CONCLUDING COMMENTS

Effective family-community-school collaboration requires a cohesive set of policies. Cohesive policy will only emerge if current policies are revisited to reduce redundancy and redeploy school and community resources that are used ineffectively. Policy must

- move existing *governance* toward shared decision making and appropriate degrees of local control and private sector involvement – a key facet of this is guaranteeing roles and providing incentives, supports, and training for effective involvement of line staff, families, students, and other community members

- create *change teams and change agents* to carry out the daily activities of systemic change related to building essential support and redesigning processes to initiate, establish, and maintain changes over time

- delineate high level *leadership assignments* and underwrite essential *leadership/management training* re. vision for change, how to effect such changes, how to institutionalize the changes, and generate ongoing renewal

- establish institutionalized *mechanisms to manage and enhance resources* for family-school-community connections and related systems (focusing on analyzing, planning, coordinating, integrating, monitoring, evaluating, and strengthening ongoing efforts)

- provide adequate funds for *capacity building* related to both accomplishing desired system changes and enhancing intervention quality over time – a key facet of this is a major investment in staff recruitment and development using well-designed, and technologically sophisticated strategies for dealing with the problems of frequent turnover and diffusing information updates; another facet is an investment in technical assistance at all levels and for all aspects and stages of the work

- use a sophisticated approach to *accountability* that initially emphasizes data that can help develop effective approaches for collaboration in providing interventions and a results-oriented focus on short-term benchmarks and that evolves into evaluation of long-range indicators of impact. (As soon as feasible, move to technologically sophisticated and integrated management information systems.)

(cont.)

Such a strengthened policy focus allows stakeholders to build the continuum of interventions needed to make a significant impact in addressing the safety, health, learning, and general well being of all youngsters through strengthening youngsters, families, schools, and neighborhoods.

Clearly, major systemic changes are not easily accomplished. The many steps and tasks described throughout this work call for a high degree of commitment and relentlessness of effort.

The rationale for producing this packet is to increase the likelihood of achieving desired results. At the same time, awareness of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with sparse financial resources, leads to the caution that the type of approach described here is not a straightforward sequential process. Rather, the work of establishing effective collaboratives emerges in overlapping and spiraling ways.

The success of collaborations in enhancing school, family, and community connections is first and foremost in the hands of policy makers. If increased connections are to be more than another desired but underachieved aim of reformers, policymakers must understand the nature and scope of what is involved. They must deal with the problems of marginalization and fragmentation of policy and practice. They must support development of appropriately comprehensive and multifaceted school-community collaborations. They must revise policy related to school-linked services because such initiatives are a grossly inadequate response to the many complex factors that interfere with development, learning, and teaching. By focusing primarily on linking community services to schools and downplaying the role of existing school and other community and family resources, these initiatives help perpetuate an orientation that overemphasizes individually prescribed services, results in fragmented interventions, and undervalues the human and social capital indigenous to every neighborhood. This is incompatible with developing the type of comprehensive approaches that are needed to make statements such as *We want all children to succeed* and *No Child Left Behind* more than rhetoric.

Resources

A. Agency and Internet Resources

B. References

C. Resources from our Center

- Quick Finds
    - School and Community Collaboration
    - Collaborations – School, Community, Interagency
- Consultation Cadre

Agency and Internet Resources

Center for Mental Health in Schools
http://smhp.psych.ucla.edu

This national center offers a wide-range of technical assistance, training, and resource materials relevant to schools, communities, and families and collaboration. Most of the resources are available through the website. The Center also circulates an electronic newsletter each month and a quarterly hardcopy topical newsletter – both are available at no cost. The Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Its mission is to improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.

Contact: by e-mail: smhp@ucla.edu Ph.: (310) 825-3634 Write: Center for Mental Health in Schools, Department of Psychology, UCLA, Los Angeles, CA 90095-1563

A Guide to Promising Practices in Educational Partnerships
http://ed.gov/pubs/PromPract/
Site is sponsored by the Office of Research and Educational Improvement (OREI) and compiled by the Southwest Regional Laboratory (SWRL) and the Institute for Educational Leadership (EL). The guide includes examples of two types of practices: practices that support partnership building, and practices that represent partnership activities. Covers topics such as: educational and community needs assessments; approaches to recruiting partners and volunteers; staff development for social service agency, school, and business personnel; student support services; activities involved in school-to-work transition programs, including job skills workshops, job shadowing, and internships; and community involvement, including parent education and "town hall" meetings.

Alliance for Parental Involvement in Education
http://www.croton.com/allpie/
This nonprofit organization assists and encourages parental involvement in education, wherever that education takes place: in public school, in private school, or at home. Offers a newsletter, annual conferences and retreats, a book catalog, workshops, lending library and more. Links to Education Resources on the Web.

Annie E. Casey Foundation
http://www.aecf.org/
A private charitable organization dedicated to helping build better futures for disadvantaged children in the United States. Its primary mission is to foster public policies, human-service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. Makes grants that help states, cities, and neighborhoods fashion more innovative, cost-effective responses to these needs.

Building Coalitions
http://ohioline.osu.edu/bc-faet/index.html
The Ohioline has a series of fact sheets about building coalitions and discussion papers for groups looking at establishing collaborative approaches.

(CECP) Center for Effective Collaboration and Practice (of the American Institute for Research)
http://www.air.org/cecp/
This Center's mission is to support and to promote a reoriented national preparedness to foster development and adjustment of children with or at risk of developing serious emotional disturbances (SED). To this end. the Center is dedicated to a policy of collaboration at federal, state. and local levels that contributes to and facilitates the production, exchange, and use of knowledge about effective practices. The Center identifies promising programs, promotes exchange of information, and facilitates collaboration among stakeholders and across service system disciplines.

Center for Community Partnerships
http://www.upenn.edu/ccp
This center has an online data base on school-college partnerships nationwide.

Center for Family-School Collaboration
http://www.ackerman.org/school.htm
The Center for Family-School Collaboration is a nationally recognized program founded by Howard Weiss and Arthur Maslow in 1981. Our primary goal is to establish genuinely collaborative family-school partnerships to maximize children's academic success and social-emotional development. We seek to change the overall climate of schools, a large-scale organizational change, so as to have a positive impact on thousands of children and their families.

Center for School Mental Health Assistance
http://csmha.umaryland.edu
Provides leadership and technical assistance to advance effective interdisciplinary school-based mental health programs. It strives to support schools and community collaboratives in the development of programs that are accessible, family-centered, culturally sensitive, and responsive to local needs.

Center for Schools & Communities
http://www.center-school.org/
This Center's work focuses on prevention and intervention initiatives operated by schools, organizations and agencies serving children, youth and families. The Center to provides customized technical assistance to support the development of innovative programs in schools and communities. The center also offers services & resources, training & conferences, technical assistance, evaluations, publications, and a resource library.

Center for Substance Abuse Prevention
http://www.samhsa.gov/centers/csap/
This site includes model programs, access to training and technical assistance, links to prevention and funding resources and free publications.

Center on School, Family, and CommunityPartnerships
http://www.csos.jhu.edu/p2000/center.htm
This center at Johns Hopkins University is directed by Joyce L. Epstein. Its mission is to conduct and disseminate research, development, and policy analyses that produce new and useful knowledge and practices that help families, educators, and members of communities work together to improve schools, strengthen families, and enhance student learning and development. Current projects include the development of and research on the Center's National Network of Partnership Schools. This Network guides school, district, and state leaders, and teams of educators, parents, and others to improve school, family, and community partnerships. Studies are being conducted on the structures and processes used to "scale up" programs of partnership to all schools in a district or state, and the results of these programs. Research is conducted in collaboration with the Center for Research on the Education of Students Placed at Risk (CRESPAR) at Johns Hopkins University. Studies focus on the effects of school, family, and community partnerships, and on the development of preservice, inservice, and advanced courses in partnerships for teachers and administrators. The Center also organizes an International Network of Scholars including researchers from the U. S. and over 40 nations who are working on topics of school, family, and community partnerships. International roundtables, conferences, and opportunities for visiting scholars are supported by the Center.

Child and Family Policy Center
http://www.cfpciowa.org
This Center is a state-based, policy-research implementation organization. Its mission is to better link research with public policy on issues vital to children and families, thus strengthening families and providing full development opportunities for children.

Children First: The Website of the National PTA
http://www.pta.org
The National PTA supports and speaks on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children. It assists parents in developing the skills they need to raise and protect their children and encourages parent and public involvement in the public schools. Site provides info on annual conventions, periodical subscriptions updates on legislative activity, links to other PTAs and children advocacy groups, as well as chats, bulletin boards, and more.

Children, Youth and Families Education and Research Network (CYFER Net)
http://www.cyfernet.org/
CYFERnet is a national network of Land Grant university faculty and county Extension educators working to support community-based educational programs for children, youth, parents and families. Through CYFERnet, partnering institutions merge resources into a "national network of expertise" working collaboratively to assist communities. CYFERnet provides program, evaluation and technology assistance for children, youth and family community-based programs.

Coalition for Community Schools
http://www.communityschools.org/
The Coalition for Community Schools works toward improving education and helping students learn and grow while supporting and strengthening their families and communities.

Collaboration Framework - Addressing Community Capacity
http://www.cyfernet.org/nnco/framework.html
Prepared by the Cooperative Extension System's children, youth, and family information service. Discusses a framework model for developing community collaboration and outlines outcomes, process. and contextual factors for success.

Communities In Schools
http://www.cisnet.org
Network for effective community partnerships. Site provides information on connecting needed community resources with schools to help young people successfully learn.

ERIC
www.eric.ed.gov
The Educational Resources Information Center (ERIC) is a national information system designed to provide ready access to an extensive body of education-related literature.

EZ/EC Community Toolbox
http://www.ezec.gov/
The Empowerment Zone and Enterprise Community program is a presidential initiative designed to afford communities opportunities for growth and revitalization.

Family and Youth Services Bureau (FYSB)
http://www.acf.dhhs.gov/programs/fysb
Focus on national leadership related to youth issues and for effective, comprehensive services for youth in at-risk situations and their families. A primary goal of FYSB programs is to provide positive alternatives for youth, ensure their safety, and maximize their potential to take advantage of available opportunities. Site includes information on teen run away, children's health insurance, policy and funding.

Family Involvement in Children's Education
http://www.ed.gov/pubs/FamInvolve
Features strategies that 20 local Title I programs use to overcome barriers to parent involvement, including family resource centers.

Family Support America
http://www.frca.org
Includes: news affecting families and communities; latest family support legislation and policy alerts; finding family support programs; bulletin boards. Access to books and other resources; on-line membership sign-up.

Future of Children
http://www.futureofchildren.org/
This electronic access to the journal allows for downloading articles on various issues including research and policy issues related to children's well-being, education, parent involvement, etc..

Institute for Educational Leadership (IEL), Inc.
http://www.iel.org
A nonprofit organization dedicated to collaborative problem-solving strategies in education and among education, human services, and other sectors. The Institute's programs focus on leadership development, cross-sector alliances, demographic analyses, business-education partnerships, school restructuring, and programs concerning at-risk youth.

Increasing Involvement/Hispanic Parents
http://npin.org/respar/texts/parschoo/hisppar.html
Provides information on the resource of Hispanic families and links to similar sites.

Internet Resources for Parents and Those Who Work with Parents
http://npin.org/reswork.html
Site includes a large collection of links about parental involvement in children's education. A starting point for searching about home and parent involvement.

Join Together
http://www.jointogether.org/
Join Together is a national resource for communities fighting substance abuse and gun violence.

Join Together for Kids! How Communities Can Support Family Involvement in Education
http://www.ed.gov/pubs/PFIE/commnity.html
Strategies for communities to use to support schools and family involvement in education. Information on how to combat alcohol, drugs and violence; teach parent skills; set up mentor programs; enlist volunteers; offer summer learning programs; and support preschool programs.

Keeping Schools Open As Community Learning Centers
http://www.ed.gov/pubs/LearnCenters/
This web based publication discusses strategies for extending learning in a safe, drug-free environment, before and after school.

National Center for Family and Community Connections with Schools
http://www.sedl.org/connections/
Provides practitioners across the country with research- and practice-based resources about how families and communities can work with schools to support student achievement, especially in reading and mathematics. The work of the Center addresses three questions: How to involve families from diverse communities in schools; how to involve parents in preparing children to enter kindergarten; and how to involve community organizations in developing high-performing learning communities in schools.

National Center for Schools and Communities
email: ncsn@mary.fordham.edu
This center at Fordham University in New York has a listserv called "Interprofessional Education and Training – on Line" that offers regular information relevant to school-community partnerships. To subscribe send e-mail to HYPERLINK at the above e-mail address.

National Center for Services Integration (NCSI)
http://eric-web.tc.columbia.edu/families/TWC/ncsi.html/
The Clearinghouse, operated by the National Center on Children in Poverty at Columbia University, collects and disseminates information and materials on service integration issues and related topics. They have developed a computer directory of service integration programs, a separate directory of organizations, and an extensive research library collection that can provide information and support to community-based programs.

National Clearinghouse of Families and Youth (NCFY)
http://aspe.os.dhhs.gov/progsys/homeless/ncfy.htm
A central source of information on youth and family policy and practice. Established by the Family and Youth Services Bureau; Administration on Children, Youth and Families; U.S Department of Health and Human Service Produces technical assistance publications on youth and family programming, manages an Information Line through which individuals and organizations can access information on youth and family issues, and sends materials for distribution at conferences and training events. Site contains information for professionals, policy makers, researchers, and media on new youth- and family-related materials and initiatives, grant announcements; publications can be downloaded.

National Education Association (NEA)
http://www.nea.org/
Committed to advancing the cause of public education; includes school-community partnerships; active at the local, state, and national level. Site has links to useful resources.

National Families in Action
http://www.emory.edu/NFIA/index.html
Goal is to help parents prevent drug abuse in their families and communities. Includes up-to-date news. cultural/ethnic connections, drug information, a publications catalog, and resource links.

National Institute for Urban School Improvement
http://www.edc.org/urban
Designed to support inclusive urban communities school and families to develop sustainable successful urban schools. Site includes facilitated discussion forums; a searchable resource database; a calendar database of upcoming events; electronic newsletter; and links.

National Network for Collaboration
http://crs.uvm.edu/nnco/
Part of the Children, Youth and Families Education and Research Network (CYFER Net), this Network's purpose is to expand the knowledge base and skill level of Cooperative Extension System Educators, agency and organizational partners, youth, and citizens by establishing a network that creates environments that foster collaboration and leads to citizen problem solving to improve the lives of children, youth and families. It designs and offers programs to help in addressing identified issues facing children, youth and families. These programs focus on the process of collaboration at both the community grassroots level and the more formalized agency and organizational level. They use various models and match them with the needs of the community.

National Network of Partnership Schools.
http://www.csos.jhu.edu/p2000/default.htm#Welcome to the

The National Network of Partnership Schools (established by researchers at Johns Hopkins University) brings together schools, districts, and states that are committed to developing and maintaining comprehensive programs of school-family-community partnerships.

National Parent Information Network (NPIN)
http://www.npin.org
Provides information to parents and those who work with parents and fosters the exchange of parenting materials, numerous great links here including to Parents AskERIC.

New Skills for New Schools
http://www.ed.gov/pubs/NewSkills
Offers a framework and examples for improving teacher training in family involvement.

North Central Regional Education Lab (NCREL)
http://www.ncrel.org
The mission of the North Central Regional Educational Lab (NCREL) is to strengthen and support schools and communities in systemic change so that all students achieve standards of educational excellence. Using the best available information and expertise of professionals, the laboratory identifies solutions to education problems, tries new approaches, furnishes research results and publications, and provides training to teachers and administrators.

Northwest Regional Educational Laboratory
http://www.nwrac.org
Provides information about coordination and consolidation of Federal educational programs and general school improvement to meet the needs of special populations of children and youth, particularly those programs operated in the Northwest region through the US Department of Education. The website has an extensive online library containing articles, publications, multimedia and the like.

Office of Educational Research and Improvement Centers and Laboratories
http://www.ed.gov/offices/OERI/
This Office (OERI) of the U.S. Department of Education helps educators and policy makers solve pressing education problems in their schools through a network of 10 regional educational laboratories. Using the best available info, experiences, and expertise, the laboratories identify solutions, try new approaches, furnish research results and publications, and provide training. As part of their individual regional programs, all laboratories pay particular attention to the needs of at-risk students and small rural schools.

PAL / Federation of Families for Children's Mental Health
http://www.ffcmh.org/
The Parent Professional Advocacy League (PAL) is a statewide network of families, local family support groups, and professionals who advocate on behalf of children and adolescents with mental emotional or behavioral special needs and their families to effect family empowerment and systems change. Current focuses and activities include the following: 1) Medicaid managed care advocacy, 2) statewide anti-stigma and positive awareness campaign, and 3) special education defense.

Parents as Teachers (PAT) National Center
http://www.patnc.org/
Site describes the PAT program, a parent education program that supports parents as their children's first teachers; and presents an evaluation of the program

Parents, Families, and Teachers
http://www.parenttime.com
Provides multiple entry points for parents, including ways to help their children in school. Search the site for "roller coaster" and find practical advice for parents and teachers of young adolescents. "Turning from Critics to Allies", written by Charlene C. Giannetti and Margaret M. Sagarese, presents strategies for teachers in working with parents.

Partnerships for Change
http://mchneighborhood.ichp.edu/pfc
Goal is to improve service delivery to children with special health needs and their families. Site offers a list of publications, bibliographies of family authored and family/professional co-authored literature, and their semi-annual bulletin/newsletter on-line.

Partnership for Family Involvement in Education
http://pfie.ed.gov
Department of Education's online resource on creating school and home partnerships.

Pathways to School Improvement
http://www.ncrel.org/sdrs/pathwayg.htm
Research-based info on assessing, at-risk children and youth, goals and standards, governance/management, leadership, learning, literacy, mathematics, parent and family involvement, professional development, safe and drug-free schools, school-to-work transition, science, technology.

Policy Matters
http://www.policymatters.org
Site offers practical prevention ideas for healthier communities. The interactive software on this site allows users to generate detailed maps with self-selected statistical information.

Reaching All Families: Creating Family-Friendly Schools
http://www.ed.gov/pubs/ReachFam/
A government booklet which presents ideas on school outreach strategies.

Roundtable on Comprehensive Community Initiatives for Children & Families
http://www.aspenist.org/ccicf/index.html
Roundtable is part of the Aspen Institute. Comprehensive Community Initiatives (CCIs) are neighborhood-based efforts that seek improved outcomes for individuals and families, as well as improvements in neighborhood conditions, by working comprehensively across social, economic, and physical sectors. This forum enables those engaged in the field of CCIs --including foundation sponsors, directors, technical assistance providers, evaluators, and public officials --to meet to discuss lessons learned across the country and to work on common problems.

Schools as Centers of Community: A Citizen's Guide for Planning and Design
http://www.ed.gov/inits/construction/ctty-centers.html
This detailed guide outlines the six principles for designing and planning new schools that grew out of the National Symposium on School Design held in October of 1998. This helpful guide provides citizens with ten examples of innovative school designs and outlines a step-by-step process about how parents, citizens and community groups can get involved in designing new schools.

School-Linked Comprehensive Services for Children and Families
http://eric-web.tc.columbia.edu/families/School_Linked/
This resource identifies a research and practice agenda on school-linked, comprehensive services for children and families created by a meeting of researchers/evaluators, service providers, family members and representatives from other Federal agencies. It summarizes the proceedings from a 1994 conference sponsored by the office of Educational Research and Improvement (OREI) and the American Association of Educational Researchers (AERA).

Southwest Educational Development Laboratory (SEDL)
http://www.sedl.org/
SEDL is a private, not-for-profit education research and development (R&D) corporation based in Austin, Texas. It works with educators, parents, community members, and policymakers to build or find strategies and tools addressing pressing educational problems and put the strategies into practice to improve education for all students. It exists to challenge, support, and enrich educational systems in providing quality education for all learners, enabling them to lead productive and fulfilling lives in an ever-changing, increasingly interconnected world. A major area of emphasis is on family and community connections with schools through its National Center for Family and Community Connections with Schools.

Strong Families, Strong Schools: Building Community Partnerships for Learning
http://eric-web.tc.columbia.edu/families/strong
Summarizes research and offers tips to parents, schools, businesses, and community groups about how to connect families to the learning process.

Team up for Kids! How Schools Can Support Family Involvement in Education
http://www.ed.gov/pubs/PFIE/schools.html
Outlines strategies for schools to use to promote family involvement in education. Offers suggestions on how to: learn to communicate better; encourage parental participation in school improvement efforts; involvement parents in decision making; make parents feel welcome; and use technology to link parents to the classroom.

Together We Can
http://www.togetherwecan.org/
Leaders across America -- from neighborhoods to state houses, from parent groups to public and private agencies, from schools and social welfare organizations to economic development and community organizing groups -- are endeavoring to work together toward a shared vision for their communities and improved results for their children and families. The mission of Together We Can is to strengthen and sustain the capacity of community collaboratives and state initiatives to move toward that shared vision.

Urban/Minority Families
http://eric-web.tc.columbia.edu/families/
Links to publications, digests, and parent guides relevant to parent, school, and community collaborations which support diverse learners in urban settings.

U.S Department of Education: Back to School
http://www.ed.gov/Family/agbts/
This government resource encourages parents, grandparents, community leaders, employers and employees, members of the arts community, religious leaders, and every caring adult to play a more active role in improving education. Site includes links to online forums, activity kits.

W. K. Kellogg Foundation: Rural Community Development Resources
http://www.unl.edu/kellogg
Contains high quality rural community development materials funded by the Kellogg Foundation and other selected sponsors of recognized rural programs. Guidebooks, manuals, workshop materials, reports, books, and videos are included.

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This Center Response is from our website at http://smhp.psych.ucla.edu To access the online version, visit our website, click "Search & Quick Find" on the left and then scroll down in the list of "Center Responses" to *School and Community Collaboration*

If you go online and access the Quick Find, you can simply click over to the various sites to access documents, agencies, etc. For your convenience here, the website addresses for various Quick Find entries are listed in a table at the end of this document in order of appearance, cross-referenced by the name of the resource.

A Center Response:

The following reflects our most recent response for technical assistance related to SCHOOL AND COMMUNITY COLLABORATION. This list represents a sample of information to get you started and is not meant to be an exhaustive list.

(Note: Clicking on the following links causes a new window to be opened. To return to this window, close the newly opened one).

Center Developed Resources and Tools

- **About School-Community-Higher Education Connections**
- **Building Relationships Between Schools and Social Services**
- **Coalition for Cohesive Policy in Addressing Barriers to Development & Learning: report from the Steering Committee**
- **Coalition for Cohesive Policy in Addressing Barriers to Development and Learning**
- **Establishing school-based collaborative teams to coordinate resources: A case study**
- **Examples of Interprofessional Education Programs**
- **Examples of Model School Based Collaboratives**
- **Featured Newsletter article (Spring, '96), School-Linked Services and Beyond.**
- **Featured Newsletter article (Winter, '97), Comprehensive Approaches & Mental Health in Schools.**
- **Featured Newsletter article (Summer, '98), Open Letter to the Secretary of Education.**
- **Featured Newsletter article (Winter, '99), School-Community Partnerships from the School's Perspective.**
- **Featured Newsletter article (Fall, '01), Comprehensive & Multifaceted Guidelines for Mental Health in Schools.**
- **Guiding Parents in Helping Children Learn**
- **Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together**
- **Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations**
- **Parent and Home Involvement in Schools**
- **Reframing Mental Health in Schools and Expanding School Reform**
- **Resource Aids for the Enabling Component**
- **School-Community Collaboration**
- **School-Community Partnerships: A guide**
- **School Community Partnerships from the School's Perspective**
- **School-Linked Services and Beyond**
- **Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit**
- **Upgrading School Support Programs Through Collaboration: Resource Coordinating Teams**
- **Working Together: From School-Based Collaborative Teams to School-Community-Higher Education Connections**
- **Working Together With Others to Enhance Programs & Resources**
- **Working Together With School & Community**
- **Upgrading School Support Programs through Collaboration: Resource Coordinating Teams**
- **C. Lim & H.S. Adelman (1997). Establishing School-based Colaborative Teams to Coordinate Resources: A Case Study. *Social Work in Education*, 19(4), 266-277.**

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- H.S. Adelman (1995). Clinical psychology: Beyond psychopathology and clinical interventions. *Clinical Psychology: Science and Practice,* 2,28-44.
- H.S. Adelman & L. Taylor (1998). Beyond Placement in the Least Restrictive Environment : The Concept of Least Intervention Needed and the Need for Continuum of Community-school Programs/Services *(A prepared for a forum sponsored by the National Association of State Director of Special Education.)*
- H.S. Adelman & L. Taylor (2002). Building Comprehnsive, Multifaceted, and Integrated Approaches to Addressing Barriers to Student Learning. *Childhood Education,* 78(5), 261-268
- L. Taylor & H.S. Adelman (2000). Connecting Schools, Families and Communities. *Professional School Counseling,* 3(5), 298-307.
- H.S. Adelman & L. Taylor (2002). Impediments to Enhancing Availability of Mental Health Services in Schools: Fragmentation, Overspecialization, Counterproductive Competition, and Marginalization. Paper commissioned by the National Assocaition of School Psychologists and the ERIC Clearinghouse on Counseling and Student Services (ERIC/CASS). Published by the ERIC/CASS Clearinghouse.
- H.S. Adelman, & L. Tayor (2000). Looking at School health and School Reform Policy Through the Lens of Addressing Barriers to Learning. *Children's Services: Policy, Research, and Practice* 3 (2), 117-132 .
- H.S. Adelman & L. Taylor (2000). Promoting Mental Health in Schools in the Midst of School Reform. *Journal of School Health,* 70, 210-215.
- H.S. Adelman & L. Taylor (1997). Restructuring education support services and integrating community resources: Beyond the full service school model. *School Psychology Review,* 25,431-445
- H.S. Adelman & L. Taylor (1997). System reform to address barriers to learning: Beyond school-linked services and full service schools. *American Journal of Orthopsychiatry,* 67(3), 408-421.
- H.S. Adelman & L. T aylor (1997). Toward a Scale-up Model for Replicating New Approaches to Schooling. *Journal of Educational and Psychological Consultation,* 8(2), 197-230.
- L. Taylor & H.S. Adelman (1998). A Policy and Practice Framework to Guide School-Community Connections. *Rural Special Education Quarterly,* 17(3/4) 62-70.
- L. Taylor & H.S. Adelman (1996). Mental Health in the schools: Promising directions for practice. *Adolescent Medicine: State of the Art Reviews,* 7, 303-317.

Relevant Publications on the Internet

- Building a Highway to Higher Ed: How Collaborative Efforts are Changing Education in America
- Collaboration Framework
- ERIC Review: Perspectives on Urban and Rural Schools and their Communities
- Evaluation of Community Schools: An Early Look
- Evalutaion of Community Schools: An Early Look
- Family Involvement in Children's Education
- Growing Up Drug-Free: A Parent's Guide to Prevention
- Lessons in Collaboration
- The New Community Collaboration Manual
- Parent and Community Involvement in Rural Schools
- Perspectives in Urban and Rural Schools and Their Communities: Making Connections
- School-Family Partnerships
- Union-District Partnerships
- A Vision of Protected Schools

Selected Materials from our Clearinghouse

- 5 Steps to Collaborative Teaching and Enrichment Remediation
- A Compact for Learning: An Action Handbook for Family-School-Community Partnerships
- A Framework for Improving Outcomes for Children and Families
- Beyond Collaboration to Results: Hard Choices In The Future of Services To Children And Families
- Building a Community School: A Revolutionary Design in Public Education
- Building Full-Service School
- Caring Communities Through State and Local Partnerships
- Collaborating with Teachers, Parents, and Others to Help Youth At Risk
- Collaboration For Kids: The School Board's Role in Improving Children's Services
- Collaboration: A Key to Success For Community Partnerships For Children
- Collaborative Strategies in Five Communities of the National Alliance for Restructuring Education
- Community as Extended Family: An Idea Whose Time has Come
- Community Based Development and Local Schools: A Promising Partnership
- Community Collaboration: If It Is Such a Good Idea, Why Is It So Hard To Do?
- Expanding the Goodlad/NNER Agenda: Interprofessional Education and Community Collaboration in Service of Vulnerable

Children & Youth Families
- Family Collaboration in Systems Evaluation
- Framework for an Integrated Approach
- Guide to Creating Comprehensive School-Linked Supports and Services for California Children and Families
- School-Community Partnerships: Effectively Integrating Community Building and Education Reform
- School/Community Collaboration: Comparing Three Initiatives
- Serving Children, Youth and Families Through Interprofessional Collaboration and Service Integration: A Framework for Action
- Strong Families, Strong Schools: Building Community Partnerships for Learning
- TA Brief: Family Collaboration in Systems Evaluation
- The Effectiveness of Collaborative School-Linked Services
- Toward Collaboration in The Growing Education -Mental Health Interface
- Walking Fine Lines: A Foundation and Schools Collaborate to Improve Education

Related Agencies and Websites

- At Risk Youth: School-Community Collaborations Focus on Improving Student Outcomes
- Coalition for Community Schools Website
- Cross City Campaign for Urban School Reform
- National Center fro Service Integration
- National Network for Collaboration
- National Network of Partnership Schools
- National Parent Information Network
- Southwest Education Develompent Laboratory
- The Center for Effective Collaboration and Practice (CECP)/ American Institute for Research
- The Center for Family-School Collaboration
- The Madii Institute
- Schools as Centers of Community: A Citizen's Guide for Planning and Design

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We hope these resources met your needs. If not, feel free to contact us for further assistance.For additional resources related to this topic, use our search page to find people, organizations, websites and documents. You may also go to our technical assistance page for more specific technical assistance requests.

If you haven't done so, you may want to contact our sister center, the Center for School Mental Health Assistance at the University of Maryland at Baltimore.

If our website has been helpful, we are pleased and encourage you to use our site or contact our Center in the future. At the same time, you can do your own technical assistance with "The fine Art of Fishing" which we have developed as an aid for do-it-yourself technical assistance.

Shortcut Text	Internet Address
About School-Community-Higher Education Connections	http://smhp.psych.ucla.edu/worktogh/models2.htm
Building Relationships Between Schools and Social Services	http://smhp.psych.ucla.edu/worktogh/eric.htm
Coalition for Cohesive Policy in Addressing Barriers to Development & Learning: report from the Steering Committee	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1101DOC9987
Coalition for Cohesive Policy in Addressing Barriers to Development and Learning	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1104DOC9994
Establishing school-based collaborative teams to coordinate resources: A case study	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC9998
Examples of Interprofessional Education Programs	http://smhp.psych.ucla.edu/worktogh/edprog1.htm
Examples of Model School Based Collaboratives	http://smhp.psych.ucla.edu/worktogh/models1.htm
Featured Newsletter article (Spring, '96), School-Linked Services and Beyond.	http://smhp.psych.ucla.edu/dbsimple2.asp?primary=1202&number=9998
Featured Newsletter article (Winter, '97), Comprehensive Approaches & Mental Health in Schools.	http://smhp.psych.ucla.edu/dbsimple2.asp?primary=1300&number=9998
Featured Newsletter article (Summer, '98), Open Letter to the Secretary of Education.	http://smhp.psych.ucla.edu/dbsimple2.asp?primary=1101&number=9994
Featured Newsletter article (Winter, '99), School-Community Partnerships from the School's Perspective.	http://smhp.psych.ucla.edu/dbsimple2.asp?primary=1202&number=9997
Featured Newsletter article (Fall, '01), Comprehensive & Multifaceted Guidelines for Mental Health in Schools.	http://smhp.psych.ucla.edu/dbsimple2.asp?primary=1101&number=9985
Guiding Parents in Helping Children Learn	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2103DOC9998
Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2102DOC75
Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations	http://smhp.psych.ucla.edu/specpak.htm#considerations
Parent and Home Involvement in Schools	http://smhp.psych.ucla.edu/intropak.htm#parent
Reframing Mental Health in Schools and Expanding School Reform	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1101DOC101
Resource Aids for the Enabling Component	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1300DOC47
School-Community Collaboration	http://smhp.psych.ucla.edu/worktogh/collab1.htm
School-Community Partnerships: A guide	http://smhp.psych.ucla.edu/guidepak.htm#partner
School Community Partnerships from the School's Perspective	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1202DOC9997
School-Linked Services and Beyond	http://smhp.psych.ucla.edu/worktogh/smhpart2.htm
Sustaining School -Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit	http://smhp.psych.ucla.edu/guidepak.htm#sustain
Upgrading School Support Programs Through Collaboration: Resource Coordinating Teams	http://smhp.psych.ucla.edu/worktogh/smhpart1.htm

Shortcut Text	Internet Address
Working Together: From School-Based Collaborative Teams to School-Community-Higher Education Connections	http://smhp.psych.ucla.edu/worktogh/intro.htm
Working Together With Others to Enhance Programs & Resources	http://smhp.psych.ucla.edu/worktogh/worktog1.htm
Working Together With School & Community	http://smhp.psych.ucla.edu/worktogh/health1.htm
Upgrading School Support Programs through Collaboration: Resource Coordinating Teams	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC28
Building a Highway to Higher Ed: How Collaborative Efforts are Changing Education in America	http://www.nycfuture.org/education/building.htm
Collaboration Framework	http://crs.uvm.edu/nnco/collab/framework.html
ERIC Review: Perspectives on Urban and Rural Schools and their Communities	http://www.eric.ed.gov./
Evaluation of Community Schools: An Early Look	http://www.communityschools.org/evaluation/evalbrieffinal.html
Family Involvement in Children's Education	http://www.ed.gov/pubs/FamInvolve/execsumm.html
Growing Up Drug-Free: A Parent's Guide to Prevention	http://www.ed.gov/offices/OESE/SDFS/parents_guide/
Lessons in Collaboration	http://www.nhi.org/online/issues/118/jehlblankmccloud.html
The New Community Collaboration Manual	http://www.nassembly.org/
Parent and Community Involvement in Rural Schools	http://www.ael.org/eric/digests/edorc973.htm
Perspectives in Urban and Rural Schools and Their Communities: Making Connections	http://www.eric.ed.gov/resources/ericreview/review.html
School-Family Partnerships	http://eric-web.tc.columbia.edu/
Union-District Partnerships	http://www.annenberginstitute.org/convening/unions_overview.html
A Vision of Protected Schools	http://www.drugstats.org/prosch.html
5 Steps to Collaborative Teaching and Enrichment Remediation	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2202DOC12
A Compact for Learning: An Action Handbook for Family-School-Community Partnerships	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2103DOC41
A Framework for Improving Outcomes for Children and Families	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1405DOC22
Beyond Collaboration to Results: Hard Choices In The Future of Services To Children And Families	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC52
Building a Community School: A Revolutionary Design in Public Education	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1402DOC9
Building Full-Service School	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1202DOC97
Caring Communities Through State and Local Partnerships	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1202DOC47
Collaborating with Teachers, Parents, and Others to Help Youth At Risk	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC11
Collaboration For Kids: The School Board's Role in Improving Children's Services	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC39
Collaboration: A Key to Success For Community Partnerships For Children	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC50
Collaborative Strategies in Five Communities of the National Alliance for Restructuring Education	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2106DOC5

Shortcut Text	Internet Address
Community as Extended Family: An Idea Whose Time has Come	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2106DOC6
Community Based Development and Local Schools: A Promising Partnership	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2102DOC105
Community Collaboration: If It Is Such a Good Idea, Why Is It So Hard To Do?	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2102DOC8
Expanding the Goodlad/NNER Agenda: Interprofessional Education and Community Collaboration in Service of Vulnerable Children & Youth Families	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2101DOC15
Family Collaboration in Systems Evaluation	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2103DOC9
Framework for an Integrated Approach	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1300DOC35
Guide to Creating Comprehensive School-Linked Supports and Services for California Children and Families	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1202DOC9
School-Community Partnerships: Effectively Integrating Community Building and Education Reform	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC48
School/Community Collaboration: Comparing Three Initiatives	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1405DOC29
Serving Children, Youth and Families Through Interprofessional Collaboration and Service Integration: A Framework for Action	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC6
Strong Families, Strong Schools: Building Community Partnerships for Learning	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2103DOC20
TA Brief: Family Collaboration in Systems Evaluation	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1405DOC55
The Effectiveness of Collaborative School -Linked Services	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2102DOC65
Toward Collaboration in The Growing Education - Mental Health Interface	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC54
Walking Fine Lines: A Foundation and Schools Collaborate to Improve Education	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1401DOC13
At Risk Youth: School-Community Collaborations Focus on Improving Student Outcomes	http://www.gao.gov/new.items/d0166.pdf
Coalition for Community Schools Website	http://www.communityschools.org/
Cross City Campaign for Urban School Reform	http://www.crosscity.org/
National Center fro Service Integration	http://www.mofit.org/
National Network for Collaboration	http://crs.uvm.edu/nnco/
National Network of Partnership Schools	http://www.csos.jhu.edu/p2000/
National Parent Information Network	http://npin.org/
Southwest Education Develompent Laboratory	http://www.sedl.org/
The Center for Effective Collaboration and Practice (CECP)/ American Institute for Research	http://www.air-dc.org/cecp/cecp.html
The Center for Family -School Collaboration	http://www.ackerman.org/school.htm

Shortcut Text	Internet Address
The Madii Institute	http://www.madii.org/
Schools as Centers of Community: A Citizen's Guide for Planning and Design	http://www.ed.gov/pubs/learncenters/
search	file:///G:/search.htm
technical assistance page	http://smhp.psych.ucla.edu/techreq.htm
Center for School Mental Health Assistance	http://csmha.umaryland.edu/
"The fine Art of Fishing"	http://smhp.psych.ucla.edu/selfhelp.htm

Collaborative Teams, Cross Disciplinary Training, & Interprofessional Education
Consultation Cadre List

Professionals across the country volunteer to network with others to share what they know. Some cadre members run programs, many work directly with youngsters in a variety of settings and focus on a wide range of psychosocial problems. Others are ready to share their expertise on policy, funding, and major system concerns. The group encompasses professionals working in schools, agencies, community organizations, resource centers, clinics and health centers, teaching hospitals, universities, and so forth.

People ask how we screen cadre members. We don't! It's not our role to endorse anyone. We think it's wonderful that so many professionals want to help their colleagues, and our role is to facilitate the networking. If you are willing to offer informal consultation at no charge to colleagues trying to improve systems, programs, and services for addressing barriers to learning, let us know. Our list is growing each day; the following are those currently on file related to this topic. Note: the list is alphabetized by Region and State as an aid in finding a nearby resource.

Updated 4/23/03

Central States

Iowa

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Andrea Woodward
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Counseling Association Network
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Connecticut

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East

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Appendix

School-Community-Higher Education Collaboration

Collaborative initiatives ... between the university and school professionals are common at UMass-Lowell. In the last 10 years, more than 100 faculty and staff from the university's six colleges have volunteered their time and expertise in similar partnership efforts with local schools. This broad, varied, and sustained collaboration between higher education and schools leads many outsiders to ask how and why university faculty and public school personnel get along so well.

. . . More important than the observable outcomes of discrete projects is the shared purpose and trust between university and K-12 educators which have developed. One urban superintendent commented: "The Center for Field Services and Studies is our R&D department. We had our own idea of where we wanted our system to go, but could not have done the kind of training required for over 1000 teachers in the last 10 years without the Center."

University faculty and students also benefit from the partnership efforts. For faculty, working with younger students offers the chance to share the excitement of their disciplines, and perhaps increase the numbers of students who choose to pursue those fields in college. One chemistry professor who regularly conducts advanced chemistry classes and experiments to high schools through distance education put it this way:

"Programs like ours between the University and the high school turn kids on, show them what modern chemistry is all about, what's going on in research and industry. It's our responsibility to do that, and I think we have a better chance of attracting these kids into the sciences with programs like this."

Besides teaching high school students,.. Partnership efforts have taught university faculty about better teaching methods... Several professors have reported they now routinely use these methodologies in their university classes with good effect.

Faculty benefit in other ways as well. Projects with schools have proven to be an important source for grant writing, research, and professional service opportunities. Increasingly, school-university collaborative efforts are now weighed in decisions for rank, tenure, merit, and other award programs within the institution.

University students, too, are beneficiaries of partnership programs. Several project, which began as a way to meet school needs now routinely meet University needs. Through the Instructional Network, for example, faculty provide live classroom observations for pre-service students. University students report these observations and follow-up discussions with the classroom teacher are among their most valuable field experiences.

As many as 50 university students each year choose a school volunteer placement through the Center for Field Services and Studies to meet the practicum requirements of a course or to fulfill community service hours. Others work as tutors and mentors in Center programs for at-risk high school youth. In so doing, these students explore teaching as a profession and the university fulfills its mission of regional revitalization.

Conclusion

Public education at all levels is beset by difficulties: limited resources, changing demographics, veteran faculty, a knowledge explosion, critics on all sides, and initiatives from the private sector to supplant tax-funded schools. For public schools and universities, the challenge is the same: to achieve excellence and endure as the essential educational system in this country. Survival requires a shared recognition of the inherent links between public elementary, secondary, and higher education, and a shared commitment to work together across all levels for the common goal of educational change and improvement.

The partnership model developed by the Center for Field Services and Studies at the University of Massachusetts-Lowell offers such a collaborative

(cont.)

vision, and provides examples of ways in which one university and more than 20 school districts have succeeded in pooling resources and expertise in the common cause of better public education.

When a university sees its own future in the quality of K-12 education, the incentive to share its resources and support teacher growth and student learning is clear. When public school teachers and administrators feel valued by their counterparts in higher education, and committed to the same goals, the motivation to work together for change grows. The payoff comes in improved education at all levels, as professors and teachers, university students and school children, teach and learn together.

Examples:

ENHANCING SCHOOL AND HIGHER EDUCATION CONNECTIONS

The Need

The crisis in public education and the aspirations of institutions of higher education are inextricably intertwined. For all educational institutions, demands for greater productivity and efficacy are increasing -- so is widespread criticism of their failure to play effective roles in addressing the growing problems of children, families, communities, and the business world. Increased criticism has generated calls from legislators and the general public for draconian changes in education at all levels. At the same time, these institutions continue to pursue experiments with interprofessional training, charter schools, reading, math, and science instruction, community service programs, and so forth. *There has never been a greater need or opportunity for schools and institutions of higher education to work closely together in a comprehensive, cohesive, and well-planned way.*

In many places, institutions of higher education and neighborhood schools have a long history of informal and formal relationships. These have included a range of special projects designed to improve schools, programs to encourage college students to volunteer as tutors and mentors, outreach to increase college enrollments, and much more. Some of the activity is designed to advance knowledge, some enriches instruction, and some is done in the interest of service and public relations.

It remains the case, however, that connections between public schools and higher education generally are not part of an overarching policy vision of the many ways the institutions can benefit each other, and the activity is not conceived in programmatic ways. Thus, it is not surprising that most of the activities are ad hoc arrangements, are planned and carried out in isolation of each other, and most are not sustained over time. This results in activity that has not and cannot address the pressing educational and social concerns confronting our society in the 21st century.

The problem does not stem from lack of good intentions. *It is a structural problem.* New policies, models, and mechanisms that create truly reciprocal school and higher education partnerships are needed to address basic educational and social concerns in ways that can produce potent outcomes.

To these ends, new initiatives are being explored. An aborted initiative in Los Angeles provides an interesting example.

Some Background

During the 1995-96 school year, a focus group from local schools and institutions of higher education was convened by a representative from United Way. The topic for discussion was how both sets of institutions could enhance the nature and scope of their collaborations with mutual benefit. At the outset of the discussion, participants bemoaned how many existing relationships were ad hoc and piecemeal and how often promising projects had to be terminated because researchers' involvement terminated with the end of their brief grants. They went on to explore ways an enhanced system interface could benefit all involved and result in improved educational and social policy and practice. There was unanimous interest in pursuing mechanisms that would enhance and support an expanding network of collaborative endeavors.

In July 1996, the group became the nucleus of a subcommittee of the Los Angeles County Children's Planning Council's School-Community Partnerships Committee. In keeping with its mission, the group adopted the name *Subcommittee for School and Higher Education Connections*.

Statement of Purpose

The group's initial statement of purpose contained the following preamble:

- Schools and institutions of higher education have shared responsibility for development of healthy, educated and productive citizens to ensure the well-being of our communities and society.
- Toward these ends, a rich array of connections has evolved between some colleges/universities and schools. Nonetheless, most efforts remain piecemeal and fragmentary – depending on personal relationships rather than institutional policy commitments.
- More comprehensive, integrated approaches that weave together the resources of these institutions are required if we are to effectively address the needs of communities and society as a whole.

Based on this perspective, the group adopted as its purpose that of serving as a catalyst to facilitate a new initiative for enhancing school and higher education connections. It wss envisioned that truly reciprocal institutional partnerships would result in:

- improved understanding and awareness of respective needs and resources
- strengthened educational institutions at all levels
- an expanded number of people, groups, and organizations mobilized to make a difference in addressing barriers to learning and promoting growth and development of productive citizens
- integrated community support resources to optimize family integrity and student learning at all levels
- school and higher education collaborations that are more potent in their efforts to enrich learning and advance knowledge.

These ends were to be achieved through a number of activities including (but not limited to):

- promoting an understanding of a broad perspective of the roles and functions of participating institutions
- bringing stakeholders together to work on common problems and issues
- development of strategies for effective change in policy and practice.

Steps Taken

As the first step in setting the initiative in motion, the subcommittee undertook the task of contacting all school districts and institutes of higher education within the boundaries of Los Angles County. A survey was sent to begin:
>mapping connections and activities >identifying collaborative mechanisms
>clarifying sources of support.

The next steps called for creating a county wide steering committee and four subcommittees to implement regional work groups. These steps were not accomplished because of a lack of policy support from the Los Angeles Children's Planning Council.

Changing Undergraduate- and Graduate-Level Training in Colleges and Universities

excerpt from Sidney L. Gardner, California State University, Fullerton

. . . An increasing number of colleges and universities . . . are trying to expose students to interprofessional activities while continuing to train them in their chosen fields. These institutions recognize that part of the reason for today's fragmented system --where children and families are at times less important than agencies, programs, and disciplines --lies with the way in which institutions of higher education prepare professionals. They "accept the responsibility for changing coursework and practical experience so that students learn to put the needs of families ahead of the demands of agencies, programs, or disciplines." Advocates of interprofessional education do not necessarily seek to replace specialization with a purely generalist outlook on practice. Instead, they seek to build better bridges among disciplines so practitioners schooled in these disciplines can reinforce and support each other in meeting the needs of children and families.

Interdisciplinary activities do not necessarily require elaborate changes in course sequence or design. Progress can be made, for example, simply by having fieldwork supervisors in several disciplines agree to run a series of joint practicum seminars. These seminars would allow social work interns, student teachers, student nurses, and others to understand different perspectives and to consider how closer ties with interdisciplinary colleagues could enhance their own work with children and families. Although still not a fully interdisciplinary curriculum, these opportunities for discussion and exploration can be influential learning opportunities, especially before attitudes are hardened by years in the field.

Reorienting existing courses and seminars to broader themes of collaboration is likely to be more effective than adding new ones. If interprofessional education is merely additive, it produces the same fragmentation now found in the service systems as new programs are added on top of old ones . . . .

Downloaded from the National Center for Services Integration Website

The following examples are from sources that are a few years old. Some of the programs are no longer operating, and where they are, some of the listed contact people have changed positions.

Fordham University

National Center for Social Work and Education Collaboration.

The purpose of the program is to engage social workers and teachers to work together to provide needed services to children and their families. Collaborators include: California State University of Northridge, Boston College, Clark Atlanta University, Eastern Washington University, Howard University, Wayne State University, University of Utah, Washington University, and University of Houston. Participating universities conduct three interrelated programs: the university collaboration program, a public school services program, and a regional leadership program.

Contact: Dr. Carolyn Denham, National Center for Social Work and Education Collaboration. Fordham University. 113 W. 60th, Ste. 704. New York, NY 10023. Phone: (212) 636-6699

University of New Mexico

Linking Schools and the Health and Human Service Professional.

Building upon recent state and local collaborative initiatives, this project developed and implemented a community-based, collaborative preservice program for interns from education, community health education, and family studies. The program provided professional development interaction between school and agency personnel working with the intern program. Interns from all three programs had 25 percent of their field experience devoted to collaborative training.

Contact: Dr. William Kane. College of Education, University of New Mexico. Albuquerque, New Mexico, 87131. Phone: (505) 277-2231

Jackson State University

Project TEACH: (Teacher Education: Advancement through Collaboration with Human Services) is to strengthen the Teacher Education Program at Jackson State University and in the agencies of the participating partners by collaborative ventures among Jackson State University, the public schools and Mississippi's human and social services agencies. The community is served by the program in conjunction with the social service agencies and the schools. Pre-service and in-service teachers are given insight into the kinds of services that social and human services agencies provide. The schools participate by accepting and training student teachers. In-service teachers attend yearly conferences with social and human services personnel to learn more about the services provided. Activities include:

In the community: student teachers offer assistance to practicing teachers and students regarding social services. Pre-service teachers, after doing internships with social service agencies, do their student teaching in schools, advising teachers about the services that agencies provide.

In the degree program: There is a module of courses offered that require a social services internship. The internship cannot be done without one of these courses.

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University of Pennsylvania

University-Assisted Community Schools:

This project is based on Penn's work in the West Philadelphia Improvement Corps (WEPIC) which is a school-based school and community revitalization movement that is working with public schools and in the economically and socially distressed area surrounding the University of Pennsylvania. The project includes the following: creation of university-assisted community schools by Miami University (work in Cincinnati, Ohio), the University of Kentucky-Lexington campus, and the University of Alabama at Birmingham; technical assistance by Penn staff to the replication sites and other interested universities; an on-line database on school-college partnerships nationwide; a newsletter and the journal, Universities and Community Schools; and a series of national conferences on community school issues. Replication sites include:

- School of Education and Allied Professions, Miami University.
- Dept. of Family Studies and Social Work, Miami University.
- Center for Urban Affairs, University of Alabama
- University of Kentucky/Lexington

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The Integrated Services Specialist Program (ISS): ISS is a federally funded Professional Development Partnership Program to provide academic and field work educational offerings to individuals who wish to work in integrated and collaborative human service delivery settings. It is a graduate level certificate program in which students acquire competencies related to the delivery of comprehensive school-based or school-linked services for students at-risk and with disabilities in the public school system.

The interdisciplinary program includes a 19-unit, three-semester sequence of courses and field experience. Students apply course content to supervised field placements that are in school-based or school-linked collaboratives in the San Francisco Bay Area. In addition, they participate in inter-disciplinary exchanges between experienced professional classmates in an intimate seminar environment.

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Texas A & M University/University of Oklahoma/Bronx Community College/ Miami University(Ohio)

School Leaders Program:

The Program consists of four school/ university/ community partnerships which are developing new interrelationships of school, health, and family services as well as identifying ways in which provision of these services can be improved. They are working on preparing and developing educators who are able to work collaboratively with professionals in other health and human service fields.

Contact: Donna Wiseman/ Mary Ann McNamara. School of Education. Texas A & M University. College Station, TX 77843-4222. Phone: (409) 845-0560. Frank McQuarrie, Director of Field Experiences College of Education. University of Oklahoma. 780 Van Vleet Oval, Rm 126 Norman, OK 73109. Phone: (405) 325-4844

State University of New York (Buffalo, NY)

Health and Human Services (Social Sciences Interdisciplinary B.A.):

This is an academic program exploring health care and human services from an interdisciplinary perspective. Each of the Degree Programs offers a curriculum which allows students to combine coursework from three or more departments in the Faculty of Social Sciences. There are also options to incorporate courses from other areas of the University allowing students to obtain a broad range of skills and education. Most of the Interdisciplinary Degree Programs include an opportunity for field work or an internship experience.

Contact: Dr. Norman Baker. Director. Interdisciplinary Degree Program in the Social Sciences. 642 Baldy Hall. State University of New York.
Phone: (716) 645-2245.

Texas A & M University. (College Station, Texas)

ATE Commission on Leadership in Interprofessional Education: The ATE Commission on Leadership in Interprofessional Education is a 55-member group representing ten professions serving children and families. Everyone is engaged in integrated services and interprofessional training. The service that the commission provides is primarily in the area of technical assistance to various projects and institutions to help them improve the services that they provide to families and children. The commission also suggests legislation and writes concept papers on subjects pertaining to integrated services and/or interprofessional training.

Interprofessional activities include:

> *In the community*: Integration occurs at meetings where members come together to discuss specific projects and position papers. One of the main themes is determining what each profession needs to know about other professions in order to build bridges and provide integrated services to children and families. Each of the interprofessional training projects that is involved with the commission, has clinical components to their programs.

Contact: Dean Corrigan. Chair, ATE Commission on Leadership in Interprofessional Education, Commitment to Education. Texas A & M University. College Station, TX. 77843-4241

University of Hawaii (Honolulu, HI)

Healthy and Ready to Learn

The program offers preventive healthcare, education, and social support services provided by University of Hawaii School of Medicine pediatric and ob-gyn residents and an interprofessional team made up of a nurse practitioner, an early childhood educator, and a social worker to at-risk children from birth to five years of age and their families. The program began in February 1994. The program administrators are anticipating and planning for coordination of services with the schools. They are in the process of making preliminary linkages with the schools. There are a number of teenage pregnant women who are involved with the Healthy and Ready to Learn Project.

Activities include:

> *In the community:* The on-site integration occurs in the magnet activities. These are meetings where the professionals get together to talk about the families that are being served. The meetings allow for the opportunity for professionals to give input concerning the families in their area of expertise.
>
> *In the degree program*: The Health and Education Collaborative (the training component of Healthy and Ready to Learn) provides training for pediatric and ob-gyn residents to provide preventive healthcare. The pediatric and ob-gyn residents gain their clinical experiences providing preventive healthcare to families in rural Oah'u.

Contact: Sharon Taba, Healthy and Ready to Learn. Honolulu, Hawaii 96814.
Phone: (808) 536-7702. Fax: (808) 528-2376

University of Southern California (Los Angeles, California)

Interprofessional Initiative:

The program seeks to provide family-centered, integrated services (education, health, and human services) to children and families in South Central Los Angeles. Students participating in the course (co-taught by faculty from social work, education, nursing, and public administration) are undergraduate and graduate students from nursing, social work, psychology, public administration, and education. The schools serve as operational sites for pre-professional teams. Each site has one full team of interns (from various disciplines), the tasks performed vary depending upon the site, the team, and the intern. Pre-professionals work with school staff to aid their servicing of students, they work directly with students to provide and/or coordinate services, and they work as researchers to determine what is happening in schools regarding integrated services and what needs to be done. Activities include:

> *In the community:* interdisciplinary teams of pre-professionals from education, social work, public administration, nursing, dentistry, and sociology coordinate services at a number of school and health and human services sites
>
> *In the degree program:* There is also a curriculum (eight different courses are offered) that stresses integration among professionals. For example, a course was offered in the fall semester titled, "Seminar in Integrated Services for Families and Children."

Contact: Stephanie Taylor-Dinwiddie. U.S.C. Waite Phillips Hall of Education. Suite 303EM. Los Angeles, CA 90089-0031. Phone: (213) 740-3279. Fax: (213) 746-8142

Miami University (Oxford, Ohio)

The Institute for Educational Renewal:
The program began in 1990, with eleven school communities participating. Schools and the social service system are partners in collaboration. For one semester (fifteen weeks), Education students work with social workers, health care professionals, and teachers in a school setting learning to provide the most complete service for children and their families. The services provided vary according to the site. They are sites of school/community consortia, family support and housing services, economic development and neighborhood revitalization.

Activities include:

> *In the community:* Groups of students and faculty from social work, health, and education areas work together to provide services for children and their families in school settings. In one high school, a school-based health education program is offered to adolescents. In a middle school, fifteen service providers representing several health and social service agencies have been co-located.
>
> *In the degree program:* The training focus is academically-oriented public service. The purpose of the public service performed by pre-professionals is to provide them with the skills necessary to provide integrated services to their students.

Contact: Randy Flora, Director. McGoffey Hall, Miami University. Oxford, OH 45056.
Phone: (513) 529-6926

University of Pittsburgh (PA)

Child Welfare Interdisciplinary Studies/ Program Office of Child Development:

The Office of Child Development (OCD) coordinates $7 million/year of collaborative projects covering a variety of areas i.e., comprehensive family support, early intervention, and tracking of high-risk infants. Schools participate in specific projects with university faculty and students. As part of the training grant provided to the program, all students involved in social, health, and human service programs do internships in public and private agencies related to children and families. With funding from OCD, the Program has also developed a policy and evaluation office. The office conducts evaluations of a number of community projects and serves as a consulting source for agencies on evaluation. The program has also conducted self-evaluations and made programmatic changes based upon these evaluations.

Activities include:

> *In the community:* There is collaboration among the University of Pittsburgh faculty who have interests in issues related to children and families. The collaboration on site involves the clinical experiences of the upper undergraduate and graduate level students from a number of disciplines who provide services directly to the community.
>
> *In the degree program*: There are courses designed specifically to be interdisciplinary. These courses are in a number of different training areas (i.e. education, psychology, nursing, social work).

Contact: Mark Strauss, Associate Director. Office of Child Development. University of Pittsburgh. 121 University Place. Pittsburgh, PA 15260.Phone:(412) 383-8973.

University of Louisville (Kentucky)

Center for the Collaborative Advancement of the Teaching Profession: The program has the goal to enhance services available to the school community by creating opportunities for inter-disciplinary service planning and delivery. The goal is to shift from crisis intervention to prevention. Schools serve as sites for integrated services. School personnel serve as members of the inter-disciplinary teams that serve the school population. Opportunities are provided for pre-professionals to participate on interdisciplinary teams providing direct services to youth.

Activities include:

In the community: Professionals from a number of disciplines (education, social work, law, and medicine) coordinate services for K - 12th grade students at three urban schools.

In the degree program: Cross-professional experiences are offered to graduate students from the Schools of Social Work, Education, Nursing, Medicine, and Business.

Contact: Ric Hoyda. Center for the Collaborative Advancement of the Teaching Profession. University of Louisville. Louisville, KY 40292. Phone: (502) 852-0582.

California State University, Fullerton

Center for Collaboration for Children

The program caters to many who are already working within the community. Participants take what they are learning and can immediately implement it with the community via the services they provide. Some schools participate by virtue of the fact that their employees are enrolled in the courses. Schools often act as praticum sites. In the first course, only a site visit is required. In the second course, students spend intensive time in integrated services settings (i.e., Healthy Start sites or community-based organizations).

Activities include:

In the community: Students participate in all service activities at the particular site they have selected for their practicum. This can range from policy work to actual services being rendered onsite. Students come from various fields (i.e. criminal justice, nursing, education and social work); they use their own expertise to enrich the collaborative work being done on site.

In the degree program: The program offers seminar-style courses, with a great deal of interaction among the participants. Additionally, the readings required for the course come from many disciplines and team teaching is done by professors from at least four different academic disciplines.

Contact: Center for Collaboration for Children. California State University, Fullerton. EC 324. 800 North State College Blvd. Fullerton, CA 92634. Phone: (714) 773-3313.

The Interprofessional Commission of Ohio (ICO) (Columbus, Ohio)

The program began in 1973 involving seven disciplines; as of 1995 there are fifteen disciplines. The schools participate as recipients of services from various teams and individuals from the University. The schools send individual teachers and teams of teachers to participate in interprofessional seminars on issues related to children and their families. Services provided to the community are in the form of research, information dissemination, and direct services provided by professionals and pre-professionals to the children and families of Ohio. This program is unique in that it also provides services to professional associations in the area of improving collaboration among professions. Specifically, the commission provides interprofessional planning, training and education for communities, institutions and agencies interested in collaboration.

Activities include...

In the community: The commission coordinates university service efforts to the community. There are fifteen disciplines (education, law, medicine, nursing, social work, theology, psychology, etc.) that work directly with communities in areas of health, education, economic growth and human services.

In the degree program: There is a classroom component in which students are offered courses that are designed to benefit students from a number of disciplines. For example, there is a course in the planning stages called community development. The course is designed to prepare students from a number of disciplines to participate in community development using their various professional expertise in conjunction with other professionals.

Contact: Luvern Cunningham, Consultant. ICO. 1501 Neil Avenue, Suite 104. Columbus, OH 43201. Phone: (614) 337-1334

University of Washington

***Training for Interprofessional Collaboration Project*:**

TIC is an innovative program designed to bring together master's and doctoral level students from education, social work, public health, nursing and public policy to learn the skills necessary to work as a collaborative interprofessionalteam. TIC views interprofessional collaboration as a process in which organizations, families and communities with diverse knowledge and resources join in partnership to address issues related to family and community well-being. The TIC Steering Committee is made up of faculty members, staff, and one student. The program has been in existence for three years. This is the last year of external funding, which has been billed as a pilot project for the University. Project staff is working to see that the program is institutionalized. Schools (in the South Central School District and the Central School District) participate as the sites for cohort projects. Schools are also active in helping cohorts decide what kind of projects to pursue, given that they are major stakeholders in the collaboration.

Interprofessional activities include:

In the community: Students enrolled in degree programs are divided into cohorts by discipline and they remain together as cohort members throughout the program. Each cohort meets in the community for a number of weeks during the planning stages of the project. The project that they plan is the on-site integration. The service provided depends upon which project the cohort has decided to work. The cohorts are chosen based upon student interest and background.

In the degree program: Each student involved in the course is required to attend class weekly. The class is designed to teach students how to collaborate effectively. The members of the class meet for a number of weeks, learning about how to effectively provide integrated services for children and families. Then the group splits and the cohorts meet in the community with community members and it is then that they decide on a project that they will endeavor to pursue. Each student involved in the class receives clinical experience through his or her own school (Nursing, Social Work, Education, etc). Involvement in the class helps students to decide upon clinical experiences that are related to their class experience.

Contact: Dr. Richard Brandon. Human Services Policy Center. University of Washington 324 Parrington Hall DC-14 Seattle, WA 98195. Phone: (206) 543-0190

Combined Specialty Training in Counseling, Clinical, and School Psychology: A Model of Interprofessional Training*

The specialties of clinical, counseling, and school psychology have traditionally had much in common... In recent years,... forces within both the science and the practice of these specialties suggest the presence of certain advantages of reuniting, in a limited and practiced way, the scientific and practical foundations of the specialties.

... In an effort to address the decreasing distinctiveness of specialty designations, combined scientific-professional training programs encompass elements of training experience from two or more of the recognized specialties. These programs offer, within a single degree, the breadth of experiences necessary to establish at least minimal competence in working with the populations represented by more than one of the specialties. "Combined" training emphasizes that the realities of postgraduate employment require that professional psychologists of any specialty be trained as broadly as possible in order to support yet unknown and ever changing employment requirements.

... There are two different types of training offered under the combined training model. One form of this training model embodies what might be described as "nonspecialty" training, whereas the other offers "specialty" training. Neither model typically provides more than limited subspecialty training, and in the case of the nonspecialty training, students typically come to identify themselves with two or more of the accepted specialty areas --they may be both counseling and school psychologists.... These specialization experiences are designed to provide generalist training within a specialty area that is comparable with that enjoyed by students in traditional program. The distinction between this type of training and the traditional type may be more in the socialization processes than in the curriculum. The socialization of "combined-specialty" students is one that is designed to expose each student to both the common and the distinctive aspects of his or her specialty by sharing a common training environment.

... the combined specialty-training model assumes that there exists a common corpus of knowledge that cuts across all three specialties, that this body of knowledge can be taught in a graduate training program, and that this corpus of knowledge and skill can serve as a foundation both for pre-doctoral specialization and for postdoctoral training in a more narrowly defined area of subspecialization.

The emphasis on breadth rather than depth of psychological knowledge ensures that combined specialty-training will address the multiplicity of interests that many students have in applied psychology, will prepare multiskilled and knowledgeable practitioners for a multidimensional service or academic career, may increase graduates' marketability (Hamilton, 1987), and may increase the graduate's flexibility to move from one domain of research and practice to another. It is also expected that training with students from other specialties will increase graduates' exposure to the other specialties' systematized and enculturated language, which Watkins (1990) has pointed out is crucial in their socialization as professionals. This blurring of professional distinctions may improve inter-specialty working alliances and will provide an apt foundation for in-depth training in a subspecialty in a postdoctoral program.

... Weaknesses of the combined specialty-training program include the possibility that graduates may not acquire sufficient subspecialization to adequately compete if they do not pursue postdoctoral training, and they may be asked to become familiar with methods and populations in which they will have no interest and no further contact during their professional careers. Additionally, the level of exposure to various skills and populations may still be insufficient for students to provide highly proficient service outside of their own specialty area....

Summary

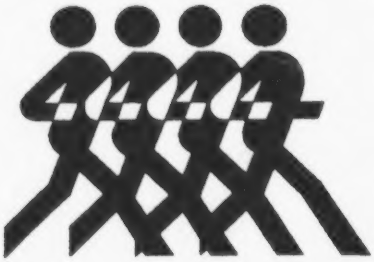
... Both the expansion of subspecialties and the concomitant merging of the populations and procedures targeted and used by those in the various specialties have argued for a more effective model for producing scientist-professionals who are equipped to handle the multiple demands of the mental health workplace. The combined specialty-training model, coupled with postdoctoral training, may both better meet the needs of students whose interests cross the traditional distinctions among the specialties and better address the needs of a society whose need for special skills and knowledge is shifting much of the burden for subspecialization training to the doctoral years.

The combined specialty-training model does not offer simply generic experiences and competencies. In addition to training to at least minimal levels of competence in skills and concepts that cut across the traditional specialties, combined programs typically provide students with the experience needed to develop entry-level expertise for working with the client populations and settings represented by one of the traditional specialties. Its main difference ... is that it stresses breadth of learning over depth at the doctoral level and values the importance of being exposed to a socialization process that actually includes other traditions as opposed to simply learning about alternative traditions and roles. Through this, it may be anticipated that students will develop not only a broader array of skills and professional experiences to address the job market, but a greater tolerance and acceptance for other professionals and traditions as well.

References:

Hamilton, M.K. (1987). Some suggestions for our chronic problem. *The Counseling Psychologist, 15, 341-346.*

Watkins, C.E. (1990). Theory and practice: Reflections on uncomplemented philosophies, integrated curriculums and words that bind and separate in counseling and clinical psychology. *Counseling Psychology Quarterly,* 3, 101-108.



Intergrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together

We hope you found this to be a useful resource.
There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

Systemic Concerns

! Policy issues related to mental health in schools
! Mechanisms and procedures for program/service coordination
  • Collaborative Teams
  • School-community service linkages
  • Cross disciplinary training and interprofessional education
! Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
! Issues related to working in rural, urban, and suburban areas
! Restructuring school support service
  • Systemic change strategies
  • Involving stakeholders in decisions
  • Staffing patterns
  • Financing
  • Evaluation, Quality Assurance
  • Legal Issues
! Professional standards

Programs and Process Concerns

! Clustering activities into a cohesive, programmatic approach
  • Support for transitions
  • Mental health education to enhance healthy development & prevent problems
  • Parent/home involvement
  • Enhancing classrooms to reduce referrals (including prereferral interventions)
  • Use of volunteers/trainees
  • Outreach to community
  • Crisis response
  • Crisis and violence prevention (including safe schools)
! Staff capacity building & support
  • Cultural competence
  • Minimizing burnout
! Interventions for student and family assistance
• Screening/Assessment
  • Enhancing triage & ref. processes
  • Least Intervention Needed
• Short-term student counseling
  • Family counseling and support
  • Case monitoring/management
  • Confidentiality
  • Record keeping and reporting
  • School-based Clinics

Psychosocial Problems

! Drug/alcohol abuse
! Depression/suicide
! Grief
! Dropout prevention
! Gangs
! School adjustment (including newcomer acculturation)
! Pregnancy prevention/support
! Eating problems (anorexia, bulimia)
! Physical/Sexual Abuse
! Neglect
! Gender and sexuality
! Self-esteem
! Relationship problems
! Anxiety
! Disabilities
! Reactions to chronic illness
! Learning, attention & behavior problems

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We look forward to interacting with you and contributing to your efforts over the coming years. Should you want to discuss the center further, please feel free to call (310)825-3634 or e-mail us at smhp@ucla.edu

Send your responce to:
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The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 -- Phone: (310) 825-3634.

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